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ABSTRACT

In 1989, the sixth in a series of student follow-up surveys was conducted by the Los Rios Community College District (LRCCD) and its three colleges. Questionnaires were sent to 5,767 former students who had attended a LRCCD college in 1986-87 or 1987-88, requesting information on the attainment of their objectives, primary reasons for not re-enrolling, current educational and employment status, and ratings of LRCCD courses and services. Study findings, based on a 46.4% adjusted response rate, included the following: (1) 77% of the survey respondents had completed an associate degree; (2) 77% of those who had enrolled to earn transfer credit completed general education or interdisciplinary programs, while 63% of those who enrolled to prepare for a new job completed occupational programs; (3) 63% of all respondents indicated that their educational objective had been fully completed, and almost 77% expressed their intention to pursue their objective further; (4) all course characteristics were rated well above average by the respondents, with quality of instruction and instructor interest receiving the highest ratings; and (5) more than 80% of those who enrolled to prepare for a new job, as well as 87% of those who attended to upgrade their job skills, were employed in a field related to their studies at the time of the survey. The survey instrument is appended. (JMC)

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Measures of Progress:

Spring 1989
Student Follow-up

IC 890 553

October 1989
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MEASURES OF PROGRESS:

SPRING 1989 STUDENT FOLLOW-UP

Los Rios Community College District

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October 1989

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October, 1989

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MEASURES OF PROGRESS:
SPRING 1989 STUDENT FOLLOW-UP

Los Rios Community College District

INTRODUCTION

The call for accountability on the part of the Nation's community colleges--and indeed, of all higher education--has become a rallying cry in the last few years of the 1980's. In California, the Commission for the Review of the Master Plan for Higher Education stated that:

> "Institutional research is essential to determine which types of programs work best with which students under what circumstances, and to ensure the wisest use of public funds in meeting student and community needs." (Commission for the Review of the Master Plan for Higher Education, 1986, p. 12.)

Similar sentiments were expressed by Joshua Smith, then Chancellor of the California Community Colleges, who emphasized that:

> "Nothing is more critical to our future than to demonstrate clearly . . . that the community colleges make a qualitative difference in the lives of more than a million California citizens each year. . . . The Governor and the Legislature want to know what California is buying for the 1.8 billion dollars spent each year in the colleges." (Smith, 1986, p. 2.)

The Los Rios Community College District in Sacramento, California, recognized this need for greater accountability as early as 1983, when it began a districtwide effort to improve its student follow-up procedures and expand other institutional research activities, primarily to determine whether what the district was doing for students was actually working. The district's Student Flow Model, developed to illustrate the relationships between community, students, and district/college programs, has provided the basis for long-range research and planning.

This report describes the results of the sixth in a series of student follow-up surveys conducted by the Los Rios district and its three colleges--American River, Cosumnes River, and Sacramento City College. Responses from 2,322 former students who attended a Los Rios college during either 1986-87 or 1987-88 were analyzed to provide answers to such questions as:

- What happens to our students after they leave Los Rios? Were their educational goals met? Were they satisfied with their education? How well did the programs and services offered by the colleges meet their individual needs?
- Are they employed? Where are they working? How much do they earn? Are they working in a field related to their college program? Do they feel well prepared for employment?
- What is their educational status? Are they continuing their education elsewhere? Do they feel well prepared to do so?
- Do they plan to return to a Los Rios college in the future?

Responses are summarized from the perspective of the survey respondents' self-reported educational goals: University Transfer, Occupational Preparation, Occupational Retraining, or Personal Interest. A special section on nonreturning students (regardless of goal) is also included, and survey results are compared with those from previous follow-up studies.

BACKGROUND: STUDENT FOLLOW-UP IN LOS RIOS

The Los Rios Community College District, established in 1965, serves the residents of Sacramento and El Dorado counties as well as portions of Yolo, Placer and Solano counties through its three colleges--American River College, Cosumnes River College, and Sacramento City College--and numerous outreach centers. It is the fourth largest community college district in California in credit enrollment, which as of Fall 1989 totals approximately 49,790 students.

Following completion of a pilot study conducted in Spring 1983, the district conducted a follow-up survey of former students annually through Spring 1987. A four-year retrospective published in December 1987 compared responses from the Spring 1984 through Spring 1987 surveys, and found that responses were remarkably similar in many respects. As a result, it was recommended that future follow-up surveys be conducted biennially, beginning in Spring 1989.

While survey procedures were very similar over this six-year period, each succeeding year brought new enhancements or revised reporting practices in response to the needs of those using the data. Concomitantly, use of the information by college staff increased as the reports were tailored more specifically to their needs. More detailed information regarding each survey can be found in the following reports published by the Los Rios District Office of Planning and Research:

Follow-up of Occupational Education Students, Spring 1983 (Lee, 1984) described the pilot study of 2,700 former students who had attended a district college in 1981-82 and were considered to be "occupational" students according to Vocational Education Data System (VEDS) guidelines. Questionnaires and data processing services of the Center for Information Services, commonly known as the Tex-SIS (Student Information System) Follow-up System (Hall and Reed, 1979) were used for that survey. Two Tex-SIS survey instruments were used: one for graduates (GRADs) and one for nongraduating nonreturning students (NRSs), and results were described for these two groups. Responses were received from 1,291 former students (an adjusted response rate of 51.8%).

As recommended in that pilot study, three important changes were made in the follow-up procedures for Spring 1984 and have been used in all subsequent surveys:

1) A single composite questionnaire was designed to reflect more accurately the specific needs of the Los Rios district.

2) The survey population was expanded to include all graduates and certificate earners--not just "occupational" majors--who completed their programs during the academic year. (The nongraduate cohort continued to be identified by VEDS guidelines).

3) The data analysis was done using SPSS-X on the district's mainframe computer.

Measures of Progress: Spring 1984 Student Follow-up (Lee, 1985) described the second districtwide survey, sent to 4,280 former students who had attended a Los Rios college in Fall 1982 or Spring 1983. Results were reported for three groups of respondents: General Education Graduates (GE GRADs), Occupational Education Graduates/Certificate Earners (OE GRADs) and Nonreturning Students (NRSs) who received no formal award. A total of 2,042 responses were received, for an adjusted response rate of 51.6%.

Measures of Progress: Spring 1985 Student Follow-up (Lee, 1986) described the results of the third annual survey, again analyzed on the basis of award received: GE GRADs, OE GRADs, and NRSs. Certain responses were further analyzed from the perspective of the respondents' self-reported educational goals (University Transfer, Occupational Preparation, Occupational Retraining, or Personal Interest) and results of the 1983, 1984 and 1985 surveys were compared. The 4,084 who were surveyed had attended in the 1983-84 academic year; 2,033 responses were analyzed (an adjusted response rate of 52.7%).

Several important changes were incorporated in the Spring 1986 and Spring 1987 Measures of Progress studies (Lee, 1987, 1988):

1) The survey population was expanded to include graduates who completed their degrees during the respective summer sessions. (It was found that more than 10% of all degrees granted in a given year were completed in the summer, and these had not been included previously because VEDS guidelines ignore summer session students.)

2) In response to requests from college administrators, a radically different report format was used: program-specific summaries were prepared for each college program receiving ten or more responses. Summaries were also prepared for the district as a whole and for each college, and all materials were assembled in loose-leaf notebooks. This new format was designed to enable the college faculty and staff to use the information in their program review and curriculum development efforts. (The program-specific summaries were prepared only for occupational programs in Spring 1986; general education/liberal arts programs were added in Spring 1987.)

3) Results were summarized on the basis of respondents' self-reported educational goals--University Transfer, Occupational Preparation, Occupational Retraining, or Personal Interest--rather than their graduation status. (Districtwide summary statistics were described in executive summaries; full narrative reports were not published for the Spring 1986 and Spring 1987 surveys.)

4) Turnaround time from data gathering to presentation of the report was greatly reduced in 1987 to provide the data as early as possible for use in fall semester program review and development.

The survey population for the Spring 1986 study included 4,280 former students who had attended a Los Rios college in 1984-85. A total of 1,933 responses were analyzed, representing an adjusted districtwide response rate of 48.1%. In Spring 1987, 3,640 students who had attended in 1985-86 were surveyed; 1,556 responses were received, for an adjusted response rate of 47.7%.

Measures of Progress, 1984-1987: A Four-Year Retrospective (Lee, 1987) summarized the results of four annual surveys in which 16,284 questionnaires were sent and 7,564 responses were received, for an overall adjusted response rate of 50.1%. Results were described on the basis of student educational goal: University Transfer, Job Preparation, Job Retraining, and Personal Interest. (To ensure consistency in comparisons, the data from the Spring 1984 and 1985 studies were recomputed based on educational goal rather than graduation status.) A special section on nonreturning nongraduates (regardless of goal) was also included.

RELATED RESEARCH

In addition to the Measures of Progress series, the Los Rios Community College District has been involved in a number of other studies focusing on student follow-up, two of which have been intersegmental in nature. In a study conducted jointly by the Los Rios district, the University of California, Davis, and California State University, Sacramento, existing computerized data bases from the three institutions were used to examine the progress of former Los Rios students who transferred to one of the two universities in Fall 1980 (Renkiewicz, 1985). More recently, the same three institutions cooperated in an evaluation of the first year of operation of the Los Rios Transfer Centers (Ruden, 1987). One section of the questionnaire for the Transfer Center survey was designed to match closely the form used for the Measures of Progress surveys so that responses to questions regarding transfer could be compared.

Los Rios colleges have also participated in statewide research studies: Sacramento City College was included in the 1978-81 Statewide Longitudinal Study (Sheldon, 1982) which followed 6,500 California community college students over a three-year period; American River College was part of the Statewide Student Follow-up System (SSFS), a pilot project to improve vocational student

follow-up procedures in California (Brooks, 1982); and Cosumnes River College was among the colleges which field-tested the procedures developed for the SSFS. Los Rios District research personnel, working closely with the SSFS project, adapted its program-specific questionnaire for use in this Spring 1989 Los Rios student follow-up survey.

Other studies published by the Los Rios District Office of Planning and Research include the Planning for Change series: the first, Assessing Internal and External Environmental Factors (Coffey, 1984), discussed various demographic, economic and sociopolitical factors that could be expected to guide the operations of the district over a five- to ten-year period and compared the district's and colleges' service area populations with the Fall 1983 student population, to determine how well our students reflected the larger community. Subsequent Fall Enrollment Update reports have been published annually, each with a special focus. The second report described the decline in black student enrollment (Coffey, 1984); the third analyzed the district's shift from full- to part-time enrollment and the effects of that shift on credit load, WSCH and funding (Jones, 1986). Subsequent reports have focused on demographic trends and their implications for planning (Coffey and Jones, 1987; Jones, 1988; Coffey and Jones, 1989). These reports included information on district and college demographics from 1978 through 1988, with which the data in this Spring 1989 Measures of Progress study can be compared.

SURVEY PROCEDURES: POTENTIAL FOR REPLICATION

Through the process of "fine tuning" the Measures of Progress studies over a six-year period, procedures now exist which enable the Los Rios district and its colleges to conduct each biennial follow-up survey with relative ease:

- Computerized mailing lists are compiled using records of degrees/certificates granted plus other student data required for selection of the nongraduates to be surveyed.

- Questionnaires are reproduced at the district office, using a professionally typeset master which permits use of individual college logos, and are color-coded to identify various survey subpopulations.

- Survey packets are sent via first-class mail from each college, and responses are returned to the colleges. Two mailings are sent, approximately three weeks apart, each containing a cover letter, questionnaire, and postage-paid return envelope.

- Completed questionnaires are forwarded to the district Office of Planning and Research (OP&R), where a small amount of hand-coding is completed; data entry is done under outside contract. OP&R staff analyze the data using SPSS-X and prepare the final report.

The Los Rios Community College District would be pleased to cooperate with other districts or colleges wishing to replicate these surveys in their own areas. Inquiries should be directed to the district's Office of Planning and Research, 1919 Spanos Court, Sacramento, CA 95825.

SPRING 1989 STUDENT FOLLOW-UP

While the procedures followed for this survey parallel those used in previous surveys in the Measures of Progress series, several important enhancements were added in Spring 1989:

- The questionnaire was revised slightly: two items were added to the list of student services to be evaluated by respondents, and wording was clarified in several items. The form was typeset by district data processing staff using PageMaker and retained on a floppy disk, which will permit future revisions with minimal effort.

- The survey population was drawn from two academic years (and summer sessions) rather than one, as recommended in previous student follow-up reports.

- Most importantly, special additional questionnaires were sent to former students who had majored in selected occupational programs, eliciting information regarding the usefulness of specific course-related skills and knowledge in their employment. The questionnaires were adapted by faculty at the Los Rios colleges from drafts developed for the Statewide Student Follow-up System (SSFS) (Brooks, 1984) and thus reflected the uniqu emphasis of each college program.

Survey Population/Response Rates

Questionnaires for this survey were sent to a total of 5,767 former students who had attended a Los Rios college in 1986-87 or 1987-88. After adjusting for 758 items (13.1% of the original survey population) returned by the post office as undeliverable, the 2,322 responses represented an overall adjusted response rate of 46.4%.

While the responses for 1986-87 students and 1987-88 students were combined and aggregated by educational goal for this report, separate response rates were computed for each year because it was recognized that students who had been out of school for a longer period of time might be less likely to receive and/or respond to such a survey, and that it would be useful to have information on how this might affect response rates.

Summary data regarding survey population, responses received and adjusted response rates are shown in Table 1 below.

Table 1
SURVEY POPULATION/RESPONSES

SURVEY POPULATION	ARC	CRC	SCC	DISTRICT
Graduates/Certificate Earners	2117	484	1425	4,026
Nongraduates	647	521	573	1,741
Total Survey Population	2,764	1,005	1,998	5,767
Less Undelivered by Post Office	-419	-22	-317	-758
(Percent Undelivered)	(15.2%)	(2.2%)	(15.9%)	(13.1%)
Net Delivered Questionnaires	2,345	983	1,681	5,009
RESPONSES				
Graduates/Certificate Earners	957	232	603	1,792
Nongraduates	209	159	162	530
Total Responses	1,166	391	765	2,322
ADJUSTED RESPONSE RATES (Excludes undelivered)				
Overall Response Rates	49.7%	39.8%	45.5%	46.4%
1986-87 Response Rates	47.1%	34.7%	43.3%	43.3%
1987-88 Response Rates	52.0%	45.1%	47.3%	48.1%

As can be seen from the data in Table 1, the response rates for 1987-88 were approximately five percentage points higher than those for 1986-87; for Cosumnes River College the difference was even greater. (CRC's adjusted response rate was probably higher than that shown; due to the sudden departure of the CRC staff person responsible for tabulating responses, the number of undelivered items is believed to have been seriously undercounted.)

RESULTS OF THE STUDY

Results of the Spring 1989 follow-up survey reveal that respondents were generally very well pleased with their educational experiences in the Los Rios colleges. Students had enrolled for various reasons, expressed above-average satisfaction with the education and services they received, and moved on to further education or employment with the feeling that they were well prepared to do so.

The reasons that students enrolled--their self-reported "primary educational goals"--provide the focus for this report. Responses are summarized for the following groups:

- **University Transfer Students**--the 980 who indicated they had enrolled at a Los Rios college primarily to earn university transfer credit (42.2% of all responses).
- **Occupational Preparation Students**--the 640 who reported they had enrolled to prepare for a new job (27.6% of the total respondents).
- **Occupational Retraining Students**--those who enrolled primarily to improve existing job skills (291 respondents, or 12.5% of the total).
- **Personal Interest Students**--those who had enrolled for personal or other unidentified reasons (411, or 17.7%).

A special section on nongraduating nonreturning students (regardless of goal) is also included. These students comprised 23% of the respondents, as compared to the 77% who were degree or certificate earners.

Survey results, expressed in percentages, are shown in Tables 2 through 35 which follow. The number of responses for each category is shown in each table, since not all questions were answered by all respondents.

COMPARATIVE STATISTICS

As discussed earlier, the Spring 1984 and Spring 1985 Measures of Progress reports categorized responses according to the respondents' degree status and major fields of study (General Education Graduates; Occupational Education Graduates and Certificate Earners; and Nonreturning Non-graduates). Beginning with the Spring 1986 report, the data were analyzed on the basis of respondents' self-reported educational goals as defined above. For the Four-Year Retrospective (Lee, 1987b), data from 1984 and 1985 were recomputed by educational goal for purposes of comparison.

To provide continuity and facilitate comparisons of this report with earlier studies, Tables 2 and 3 which follow display data on the educational goals, college attended and degree status of respondents to this study. In addition, a summary of selected statistics from this and four previous Los Rios follow-up surveys is included in the Appendix.

Educational Goal/College of Attendance

Table 2 on the next page summarizes the educational goals of survey respondents who attended each of the district's three colleges. It is important to note that while students must identify an educational goal on their original application for admission to a Los Rios College, there is evidence that educational goals often change as students progress through their college years. Since our current admissions and records system does not encourage term-by-term reporting of student goals, the changes in goals over time cannot be tracked. (The district's new computer system and application form should correct this problem.) This survey, however, gave former

students the opportunity to respond to the goal question more accurately in light of their overall college experience.

As shown in Table 2, half of the 2,322 survey respondents had attended American River College; 17% were alumni of Cosumnes River College, and 33% were former students of Sacramento City College. With respect to educational goal, 42% of all respondents indicated they had attended primarily to earn university transfer credit; almost 28% were preparing for a new job, 12.5% had enrolled to upgrade their job skills, and almost 18% attended for personal or other reasons.

Table 2
EDUCATIONAL GOALS OF RESPONDENTS
BY COLLEGE OF ATTENDANCE

COLLEGE	EDUCATIONAL GOAL				
	University Transfer	Prepare for New Job	Improve Skills	Personal or Other	College Totals
American River College	44.1%	25.0%	14.2%	16.8%	50.2%
Cosumnes River College	34.3%	26.6%	15.6%	23.5%	16.8%
Sacramento City College	43.4%	32.0%	8.5%	16.1%	32.9%
District Percentages	42.2%	27.6%	12.5%	17.7%	100.0%
Number of Responses	980	640	291	411	2322

The percentages in each educational goal category vary considerably among the colleges: at American River and Sacramento City colleges, approximately 44% indicated a university transfer goal, compared with 34% at Cosumnes River College. Approximately 40% from each college enrolled for job-related reasons, but the breakdowns show interesting differences among the colleges: at SCC 32% were preparing for a new job while only 8.5% were upgrading existing job skills; comparable figures at ARC and CRC were around 26% preparing for a new job and 15% upgrading job skills. CRC had a higher proportion who attended for personal interest reasons (24%) than did the other two schools (around 16%).

Even more remarkable differences can be observed when these data are examined from a longitudinal perspective. Districtwide percentages from Table 2 are shown below with comparable data from previous Los Rios follow-up studies taken from the Four-Year Retrospective described previously:

Educational Goal	1984	1985	1986	1987	1989
University Transfer	29.1%	29.2%	34.0%	33.9%	42.2%
Occupational Preparation	39.9%	42.0%	34.1%	36.3%	27.6%
Occupational Retraining	21.3%	19.5%	14.3%	14.0%	12.5%
Personal Interest	9.7%	9.3%	17.5%	15.9%	17.7%
Number of Responses	2,036	2,027	1,924	1,547	2,322

As these figures show, the percentage of respondents indicating a university transfer goal increased from 29% in 1984 and 1985 to 34% in 1986 and 1987; only two years later this percentage had increased to more than 42%. The percentage who enrolled primarily to prepare for a new job fell from 40% in 1984 to 28% in the present study, and the percentage of respondents who had attended to improve existing job skills also showed a marked decline, from a high of 21% in 1984 to 12.5% in 1989. The proportion in the 1989 survey who had enrolled for personal interest reasons remained close to that in 1986 and 1987.

Degree Status

As shown in Table 3 below, 77% of all respondents to the survey had completed an associate degree or certificate, while 23% had received no award. As might be expected, those who had enrolled primarily to earn university transfer credit had a much higher completion rate (91%) than those who had enrolled for other reasons.

Table 3
DEGREE STATUS OF RESPONDENTS
BY EDUCATIONAL GOAL

DEGREE STATUS	EDUCATIONAL GOAL: University Transfer	Prepare for New Job	Improve Skills	Personal or Other	Totals
AA/AS Degree (General Education)	76.9%	10.6%	9.3%	30.4%	41.9%
AA/AS Degree/Certificate (Occupational)	13.9%	63.3%	49.1%	32.6%	35.2%
Nongraduates	9.2%	26.1%	41.6%	37.0%	22.8%
Number of Responses	980	640	291	411	2322

With respect to the type of program completed, 77% of the university transfer students completed general education or interdisciplinary programs while 63% of those who were preparing for a new job completed occupational education programs. Almost half (49%) of those who enrolled at the community college to improve their job skills completed degree or certificate programs in occupational fields, while 42% took needed courses and then left without graduating. It is interesting to note that almost two-thirds of those who indicated they enrolled only for reasons of personal interest did, in fact, complete a degree or certificate.

Longitudinal data, again taken from the Four-Year Retrospective, show some interesting changes in the degree status of respondents to the respective surveys. While the proportions of each group of respondents remained fairly stable for the first four surveys (close to one-third for each group), the 1989 numbers show distinct changes, with increases in the percentage of respondents who completed degrees in programs generally associated with university transfer, and concomitant decreases in the percentage who left without graduating.

Graduation Status	1984	1985	1986	1987	1989
AA/AS Degree (General Education)	32.4%	32.5%	34.4%	32.5%	41.9%
AA/AS Degree/Certificate (Occupational)	34.3%	36.0%	32.1%	34.3%	35.2%
No Award Granted	33.3%	31.5%	33.6%	33.2%	22.8%
Number of Responses	2,042	2,033	1,933	1,556	2,322

It should be emphasized that *the survey population for each follow-up survey was selected in the same manner*; each included all graduates and certificate earners, plus all "leavers" as defined by VEDS guidelines. While the totals shown above represent only the persons who chose to respond to each survey, the consistency in methodology used in the five surveys and the number of responses received give these comparisons a substantial degree of validity.

Another factor which is relevant when examining statistics such as those shown above is that demographic data for the Los Rios district as a whole indicate that approximately 15% of all students who enroll in Los Rios colleges have already completed 60 or more units with an AA/AS or higher degree (8% have completed a bachelor's or higher degree).

SECTION A: DEMOGRAPHIC AND GENERAL INFORMATION

All survey participants were asked to complete Section A of the questionnaire, which sought answers to such questions as:

- What are the demographic characteristics of the survey respondents, and what were their major fields of study?
- What were their primary educational objectives when they enrolled? Did they complete their objectives? If not, why did they leave?
- Are they still attending college? Are they employed?
- How do they rate the college courses they completed and the college services they utilized? How satisfied are they with their college experience in general?

Tables 4 through 6 which follow provide information regarding the gender, ethnicity and age of the 2,322 respondents to this survey. Table 7 then displays these districtwide demographic data on survey respondents with comparable data from the initial mailing list of 5,767 as well as district enrollment figures for Fall 1986 and Fall 1987, the years during which survey respondents would have been in attendance at their Los Rios college. Finally, Table 8 summarizes the respondents' major programs of study at their community college.

Gender of Respondents

As can be seen in Table 4 below, almost 61% of the survey respondents were female and 39% were male. Three of the four response groups showed similar percentages with respect to gender; only the group who had enrolled primarily to upgrade existing job skills showed a substantial difference and, even in this group, the majority (54%) were females. These figures reflect the trend of the last decade in the Los Rios district, when women have continued to increase their majority among the student population. (See Table 7 on page 11 for a comparison of respondent demographics with those of the survey population and the overall district enrollments.)

Table 4
GENDER OF RESPONDENTS

	EDUCATIONAL GOAL				
GENDER	University Transfer	Prepare for New Job	Improve Skills	Personal or Other	Totals
Male	37.9%	38.4%	45.7%	39.4%	39.3%
Female	62.1%	61.6%	54.3%	60.6%	60.7%
Number of Responses	980	640	291	411	2322

Ethnicity of Respondents

As shown in Table 5 on the next page, 27.8% of all respondents were ethnic minorities. Asians/Pacific Islanders comprised 9.3%, Filipinos 7.1%, and Hispanics 6.5%. Only 3.7% were black and 1.2% were American Indians or Alaskan natives. White respondents were relatively more likely to have enrolled for job-related or personal reasons, while larger proportions of Asian/Pacific Islanders and Filipinos sought university transfer credit. For blacks and American Indians, ethnic distribution among response groups generally paralleled that in the total response population.

Table 5
ETHNICITY OF RESPONDENTS

ETHNICITY	EDUCATIONAL GOAL: University Transfer	Prepare for New Job	Improve Skills	Personal or Other	Totals
White	63.1%	71.9%	73.9%	72.7%	68.6%
Asian/Pacific Islander	11.5%	8.1%	7.6%	7.3%	9.3%
Filipino	9.1%	5.9%	3.4%	6.6%	7.1%
Hispanic	6.9%	6.7%	7.2%	4.9%	6.5%
Black	3.9%	3.3%	3.8%	3.6%	3.7%
American Indian/Alaskan Native	1.2%	.9%	1.7%	1.2%	1.2%
Other/Not Coded	4.3%	3.1%	2.4%	3.6%	3.6%
Number of Responses	980	640	291	411	2322

Age of Respondents

As shown in Table 6, more than 27% of all respondents were 24 years of age or younger when they responded to this survey; 17% were between 25 and 29, and approximately 50% were 30 or older. (It should be kept in mind that respondents had attended their Los Rios college one or two years earlier, in 1986-87 or 1987-88.) The average age of all respondents was 32.6, and there was a ten-year span between the average age of university transfer students (28) and that of the personal interest students (38).

Table 6
AGE GROUPS OF RESPONDENTS

AGE GROUPS	EDUCATIONAL GOAL: University Transfer	Prepare for New Job	Improve Skills	Personal or Other	Totals
16-19	2.1%	.3%	.3%	.2%	1.1%
20-24	44.6%	15.9%	5.5%	13.6%	26.3%
25-29	17.2%	19.7%	11.3%	16.1%	17.0%
30-34	12.4%	18.9%	21.6%	15.1%	15.8%
35-44	13.5%	27.5%	33.3%	21.2%	21.2%
45-54	3.3%	8.9%	16.8%	15.3%	8.7%
55-64	.9%	2.8%	3.8%	9.5%	3.3%
65 and Over	.2%	.3%	.0%	2.7%	.6%
Uncoded	5.7%	5.6%	7.2%	6.3%	6.0%
AVERAGE AGE	28.0	34.0	37.7	38.0	32.6
Number of Responses	980	640	291	411	2322

Note: The age groups in Table 6 represent five-year spans up to age 35, and ten-year spans from ages 35 through 64.

Demographic Comparisons

Table 7 displays summary demographic information for the district enrollment in Fall 1986 and Fall 1987 (the years from which the survey population was drawn), together with comparable data for the survey population and survey respondents.

Table 7
DEMOGRAPHIC COMPARISONS

	Fall 1986 Enrollment N=42,753	Fall 1987 Enrollment N=44,657	Spring 1989 Survey Population N=5,767	Spring 1989 Survey Responses N=2,322
GENDER				
Male	43.0%	42.3%	44.0%	39.3%
Female	57.0%	57.7%	56.0%	60.7%
ETHNIC GROUP				
White	67.2%	67.5%	65.5%	68.6%
Asian/Pacific Islander	9.7%*	9.8%*	16.3%*	16.4%*
Hispanic	7.7%	8.1%	6.7%	6.5%
Black	8.0%	8.2%	5.2%	3.7%
Am.Indian/Alaskan	2.1%	2.0%	1.6%	1.2%
Other/Not Coded	5.3%	4.5%	4.6%	3.6%
AGE GROUPS				
16-24	48.0%	48.9%	**	27.4%
25-29	17.4%	16.8%	**	17.0%
30 or Older	34.7%	34.4%	**	49.6%
Uncoded	- -	- -	**	6.0%

*Filipinos are included with Asians/Pacific Islanders in Los Rios District demographic reports.
**No age breakdowns were available for the survey population.

As can be seen in Table 7, females comprised over 57% of the total student enrollment during the years in which the survey respondents attended a Los Rios college. The survey population (which included all degree/certificate earners plus those who had completed an advanced occupational course") included 56% females and 44% males, very close to the district enrollment. Since almost 61% of the survey respondents were female, it is apparent that females responded to the survey in greater proportion than their representation in the original survey population.

With respect to ethnicity, approximately 28% of the total district enrollment in Los Rios during the years encompassed by this study were ethnic minorities. The original survey population included 29.8% ethnic minorities, a slightly larger proportion than their representation in the student body, while 27.8% of those who responded were ethnic minorities.

When various ethnic groups are compared, some interesting contrasts become apparent. The proportion of Asians/Pacific Islanders was much larger in the survey population and among survey respondents than their proportion in the district enrollment. Conversely, the survey population included a smaller percentage of blacks than were found in the district enrollment, and of those surveyed, an even smaller percentage responded. The percentage of whites in the survey population was slightly smaller than their enrollment in the district, but a larger proportion of those surveyed returned completed questionnaires. The percentage of Hispanics in the survey population was slightly smaller than their enrollment in the district, but their response rate was very close to their proportion in the survey population.

It should be kept in mind that the survey population included all graduates and certificate earners, plus all students who completed an "advanced occupational course" in 1986-87 or 1987-88. Thus, the extent to which any group's proportion in the survey population differed from that in the overall district enrollment can be attributed to a difference in graduation rate or enrollment in occupational courses.

An analysis of the age groups of enrolled students and survey respondents is less enlightening, since some individuals in each enrollment age group would have "moved" to the next group by the time of the survey, and this would vary since some students would have been away from Los Rios for two years and others for only one. In addition, age data were not captured when the survey mailing list was generated. One observation which can be made is that while half of the survey respondents were age 30 or older, only about 34% of the student body were 30 or older a year or two earlier. Thus it seems apparent that older alumni tended to respond to the survey in greater proportions than their younger counterparts.

Community College Majors

Table 8 below shows the respondents' major fields of interest while at Los Rios, as identified by the degree or certificate awarded or (for nongraduates) enrollment in advanced occupational courses.

Table 8
COMMUNITY COLLEGE MAJOR FIELDS OF INTEREST

MAJOR FIELD OF INTEREST	EDUCATIONAL GOAL				
	University Transfer	Prepare for New Job	Improve Skills	Personal or Other	Totals
Business/Management/Office Admin.	20.6%	21.7%	32.3%	27.5%	23.6%
Occupational/Trade Technologies	7.0%	31.9%	33.7%	19.5%	19.4%
General Education/Interdisciplinary	31.9%	3.1%	.7%	7.5%	15.8%
Health/Allied Health	.8%	19.4%	5.8%	4.4%	7.2%
Physical Sciences/Mathematics	14.4%	.5%	.7%	3.9%	7.0%
Social/Behavioral Sciences	10.5%	1.7%	1.0%	6.3%	6.2%
Education/Physical Ed./Recreation	3.4%	5.5%	9.3%	7.5%	5.4%
Protective/Social Services	3.3%	3.9%	1.4%	6.6%	3.8%
Fine and Applied Arts	3.6%	.8%	.3%	3.6%	2.4%
Agriculture/Natural Resources	.7%	2.5%	2.7%	4.6%	2.2%
Law/Legal Assisting	.2%	3.4%	4.1%	1.0%	1.7%
Computer Information Science	1.0%	1.9%	1.7%	1.5%	1.4%
Home Ec./Family and Consumer Science	.3%	.8%	3.8%	3.4%	1.4%
Communication/Journalism	1.4%	1.1%	.0%	1.5%	1.2%
Architecture/Environmental Design	.7%	1.6%	1.0%	.7%	1.0%
Library Science and Technology	.1%	.3%	1.4%	.5%	.4%
Number of Responses	980	640	291	411	2322

Districtwide, the largest percentages were enrolled in Business/ Management/Office Administration programs (23.6%), Occupational and Trade Technologies (19.4%), and General Education or Interdisciplinary programs (15.8%). Health/Allied Health and Physical Science/Mathematics interested approximately 7% each; other areas attracted even smaller percentages.

Some differences can be observed when the data are analyzed by educational goal: university transfer students were more interested in General Education/Interdisciplinary programs and in Social/Behavioral Sciences; those preparing for a new job showed a strong interest in the health professions (reflecting Los Rios' excellent degree programs in this area); while 66% of those who enrolled to upgrade existing job skills were enrolled in either business or occupational programs.

Completion of Educational Goal

The responses to Item A-1 on the survey questionnaire, which asked the respondent's primary educational goal, were shown in Table 2 (page 7). Item A-2 asked respondents to indicate the extent to which this goal had been completed, whether they planned to pursue their objective further, and if so, where. Table 9 below displays their responses to these items.

Table 9
COMPLETION OF EDUCATIONAL OBJECTIVE
Items A-2, A-3

COMPLETION OF OBJECTIVE	EDUCATIONAL GOAL: University Transfer	Prepare for New Job	Improve Skills	Personal or Other	Totals
COMPLETION STATUS					
Fully Completed	73.1%	62.3%	51.5%	48.1%	63.0%
Partially Completed	24.8%	31.7%	45.4%	47.9%	33.3%
Not Completed	2.2%	6.0%	3.1%	4.0%	3.6%
Number of Responses	976	634	291	401	2302
PURSUE FURTHER?					
Yes	90.6%	63.4%	66.1%	73.0%	76.9%
No	9.4%	36.6%	33.9%	27.0%	23.1%
Number of Responses	942	612	280	385	2219
WHERE?					
At Our College	10.1%	37.2%	54.4%	48.0%	27.0%
Another Two-Year College	1.6%	8.9%	9.9%	4.7%	4.6%
At a Four-Year University	86.5%	44.5%	26.9%	38.2%	63.0%
Other	1.7%	9.4%	8.8%	9.1%	5.4%
Number of Responses	868	384	182	275	1709

As can be seen in Table 9, 63% of all respondents (and 73% of the university transfer students) indicated their educational objective had been fully completed. Almost 77% expressed their intention to pursue their objective further; of these, 63% of all respondents (and 87% of the university transfer students) planned to do so at a four-year institution; 27% of all respondents (and one-third to one-half of the other groups) planned to reenroll at a Los Rios college. (It should be noted that some respondents indicated they had completed their goal, yet also indicated they planned to pursue it further.)

The educational status of survey respondents is discussed more fully in Section C of this report, and Table 35 in Section D addresses the issue of intent to return to a Los Rios college to take additional courses.

Education Required to Complete Goal

The questionnaire also asked respondents to indicate the amount of education that was required to meet their primary educational objective at the community college. This question is of particular interest because graduation "rates" have sometimes been suggested as a measure of the success of community college education. As shown in this and previous Los Rios follow-up studies, students enroll in community colleges for a variety of reasons, only one of which is the attainment of an associate degree.

Table 10
EDUCATION REQUIRED FOR EDUCATIONAL OBJECTIVE
Item A-4

EDUCATION REQUIRED	EDUCATIONAL GOAL				
	University Transfer	Prepare for New Job	Improve Skills	Personal or Other	Totals
Selected Course(s)	18.9%	13.7%	29.9%	33.1%	21.2%
Certificate Program	2.8%	28.8%	19.7%	14.5%	14.1%
Two-Year Associate Degree	75.4%	55.2%	47.5%	48.6%	61.7%
Other	3.0%	2.4%	2.8%	3.8%	2.9%
Number of Responses	970	636	284	393	2283

Table 10 indicates that while 62% of the survey respondents did have the completion of a two-year degree program as their objective, 14% enrolled to take a certificate program and 21% attended merely to take selected courses. As could be expected, university transfer students showed the strongest interest in an associate degree (75%), those preparing for new jobs had the greatest interest in certificate programs (29%), and respondents who enrolled for personal reasons or to upgrade their job skills needed only selected courses to accomplish their goals.

Reasons for Not Reenrolling

The survey asked respondents to indicate their PRIMARY reason for not reenrolling at the same college, and the responses are summarized in Table 11 below.

Table 11
REASONS FOR NOT REENROLLING
Item A-5

REASON FOR NOT REENROLLING	EDUCATIONAL GOAL				
	University Transfer	Prepare for New Job	Improve Skills	Personal or Other	Totals
Completed Degree or Certificate	50.0%	53.1%	40.1%	35.1%	47.1%
Transferred to Another College	30.5%	2.9%	1.9%	8.0%	15.6%
Completed Desired Courses	4.1%	7.4%	13.4%	9.6%	7.1%
Job Hours Conflict with School	2.2%	6.4%	13.4%	9.0%	5.9%
Found or Seeking Employment	1.3%	7.8%	1.9%	3.2%	3.4%
Moved from Area/Transportation	2.1%	3.4%	4.8%	3.2%	3.0%
Availability of Courses	1.3%	2.9%	3.3%	5.9%	2.8%
College Was Too Expensive	.3%	.3%	.0%	.3%	.3%
Grade Problems	.0%	.2%	.4%	.3%	.1%
Dissatisfied with Instruction	.2%	1.2%	1.5%	.5%	.7%
Dissatisfied with Course Content	.1%	.5%	.7%	.0%	.3%
Other Personal/Family Reasons	2.1%	5.9%	10.4%	13.8%	6.2%
Other Reasons	5.6%	8.1%	8.2%	11.2%	7.6%
Number of Responses	940	593	269	376	2178

Because the questionnaire was used for both graduates and nongraduates, the response options included completion of associate degree or certificate as well as a variety of other reasons.

As can be seen in Table 11, 47% of all respondents indicated they did not return to their Los Rios college because they had completed their degree or certificate. Almost 16% checked "transferred to another college," and 7% reported they had completed their desired courses. More than 9% cited job-related reasons (job hours conflict = 6%; found or seeking employment, 3%), and another 3% had transportation problems. Problems over which the colleges might have some degree of control were checked by a total of only 4% districtwide, with availability of desired courses accounting for almost 3% of that total. Almost 14% cited personal/family reasons or other unidentified problems which prevented them from reenrolling.

Educational/Employment Status

Respondents were asked to indicate their educational and employment status at the time they completed the survey, and the results are shown below in Table 12.

Districtwide, 48% of all respondents (and more than 78% of the university transfer students) were attending school somewhere at the time of the survey. More than 77% were employed; 16.5% were not in the labor force, and 5.5% were unemployed and actively seeking work. This compares with an unemployment rate of 5.2% for the Sacramento Metropolitan Statistical Area in April 1989, as reported by the Employment Development Department. Sections B and C of this report provide more detailed data on the respondents' educational and employment status.

Table 12
CURRENT EDUCATIONAL/EMPLOYMENT STATUS
Items A-6, A-7

EDUCATIONAL/EMPLOYMENT STATUS	EDUCATIONAL GOAL: University Transfer	Prepare for New Job	Improve Skills	Personal or Other	Totals
EDUCATIONAL STATUS					
Attending School	78.3%	25.2%	18.9%	31.9%	48.0%
Not Attending School	21.1%	74.1%	80.1%	65.9%	51.0%
Status Not Reported	.6%	.8%	1.0%	2.2%	1.0%
Number of Responses	980	640	291	411	2322
EMPLOYMENT STATUS					
Employed	69.6%	84.5%	93.5%	73.0%	77.3%
Not in Labor Force; Not Seeking	24.6%	8.4%	3.1%	19.0%	16.5%
Unemployed, Actively Seeking Work	5.2%	6.6%	3.4%	6.1%	5.5%
Status Not Reported	.6%	.5%	.0%	1.9%	.7%
Number of Responses	980	640	291	411	2322

Rating of Course Characteristics

Respondents were given the opportunity to rate various characteristics of the community college courses they took in their major field. Possible ratings were from 1 (lowest) to 5 (highest), and their responses are displayed in Table 13 on the next page.

Table 13
RATING OF COURSE CHARACTERISTICS
Item A-8

COURSE CHARACTERISTICS	EDUCATIONAL GOAL				
	University Transfer	Prepare for New Job	Improve Skills	Personal or Other	Totals
Quality of Instruction	4.27	4.31	4.22	4.29	4.28
(Responses)	(925)	(621)	(277)	(370)	(2193)
Instructor Interest	4.22	4.30	4.24	4.28	4.26
(Responses)	(925)	(617)	(277)	(366)	(2185)
Content of Courses	4.13	4.15	4.06	4.17	4.14
(Responses)	(924)	(618)	(275)	(366)	(2183)
Grading and Testing	4.04	4.10	4.02	4.07	4.06
(Responses)	(922)	(618)	(277)	(364)	(2181)
Class Size	3.96	3.95	3.91	3.87	3.94
(Responses)	(922)	(617)	(275)	(370)	(2184)
Instructional Media	3.76	3.90	3.82	3.93	3.84
(Responses)	(902)	(608)	(268)	(352)	(2130)

As Table 13 indicates, all the course characteristics were rated well above average, with quality of instruction and instructor interest receiving the highest ratings. The relative rankings of these course characteristics were remarkably consistent among the four response groups, and are also consistent with those given by respondents to each of Los Rios' previous follow-up studies. The fact that from 92% to 94% of all survey participants responded to this item provides additional validation of these ratings.

Rating of College Services

Respondents were also asked to rate the college services they had used while attending a Los Rios college. Again, the rating scale was from 1 to 5, with 5 being the highest possible rating. The results are shown in Table 14 on the next page.

As can be seen in Table 14, all the services listed were rated above average by respondents to the survey, with learning center/labs, services for the disabled, and library services receiving the highest ratings. As would be expected, the number of students rating each of the services varied greatly, since respondents were asked to rate only those services they had used.

The questionnaire as revised for the Spring 1989 survey included two services not previously listed--Child Care Center and Transfer Center. Each district college has had a Child Care Center for a number of years, but this service was somehow overlooked when the questionnaire was revised in 1984. The Transfer Centers (one at each college, with a district coordinator) were established in Fall 1985 as part of a statewide pilot project to encourage and assist students in their transfer to four-year colleges and universities. More information about Transfer Center programs and services can be found in The Los Rios Transfer Centers: A First Year Evaluation (Ruden, 1987), which adapted a portion of the questionnaire used for the Spring 1987 Measures of Progress study to gather data about student transfer. Additional data on student transfers from Los Rios to California public four-year institutions is provided in Los Rios Transfer Statistics: Fall 1988/Spring 1989 Update (Jones and Brazil, 1989). Relevant data from this Spring 1989 student follow-up will be shared with Transfer Center staff as time and resources permit.

Table 14
RATING OF COLLEGE SERVICES USED
Item A-9

COLLEGE SERVICES	EDUCATIONAL GOAL				
	University Transfer	Prepare for New Job	Improve Skills	Personal or Other	Totals
Learning Center/Labs	4.08	4.02	4.21	4.10	4.08
(Responses)	(307)	(198)	(56)	(105)	(666)
Services for Disabled	3.93	4.00	4.09	4.32	4.05
(Responses)	(68)	(45)	(11)	(37)	(161)
Library Services	3.91	4.05	4.12	4.18	4.01
(Responses)	(782)	(439)	(146)	(246)	(1613)
Veterans Services	4.00	3.82	4.10	4.10	3.99
(Responses)	(92)	(71)	(50)	(51)	(264)
Assessment Center	3.93	3.96	4.12	3.99	3.96
(Responses)	(499)	(256)	(69)	(127)	(951)
Health Center	3.93	3.82	3.90	4.00	3.90
(Responses)	(176)	(103)	(20)	(48)	(347)
Tutoring Services	3.89	3.78	4.17	3.69	3.85
(Responses)	(194)	(93)	(23)	(59)	(369)
Transfer Center	3.82	3.72	3.76	3.61	3.79
(Responses)	(482)	(72)	(17)	(57)	(628)
Counseling/Advisement	3.65	3.74	3.63	3.84	3.70
(Responses)	(809)	(408)	(143)	(225)	(1585)
Child Care Center	3.75	3.57	3.69	3.55	3.65
(Responses)	(59)	(46)	(16)	(22)	(143)
Student Activities	3.53	3.70	3.78	3.71	3.61
(Responses)	(199)	(70)	(23)	(45)	(337)
Job Placement Services	3.67	3.52	3.47	3.61	3.60
(Responses)	(202)	(149)	(40)	(64)	(455)
Financial Aids	3.29	3.58	3.42	3.47	3.41
(Responses)	(271)	(162)	(26)	(77)	(536)

Satisfaction with Educational Experience

The final item in Section A asked respondents to rate (on a scale of 1 to 5, with 5 being the highest rating) their overall educational experience at their Los Rios college. Table 15 on the next page displays the percentages who checked each rating, as well as average ratings given by each response group.

As shown in Table 15, 89% of all respondents rated their college experience Good or Very Good, and ratings were quite consistent among all four response groups. The average rating of all survey respondents was 4.3, and the university transfer students (by far the largest of the response groups) gave an average rating of almost 4.4.

Table 15
SATISFACTION WITH COLLEGE EDUCATIONAL EXPERIENCE
Item A-10
Ratings: 5 = Very Satisfied . . . 1 = Very Disappointed

SATISFACTION WITH EDUCATION	EDUCATIONAL GOAL: University Transfer	Prepare for New Job	Improve Skills	Personal or Other	Totals
Very Good	47.4%	41.2%	36.8%	44.2%	43.8%
Good	43.7%	48.2%	47.9%	45.4%	45.7%
Average	7.6%	7.4%	11.5%	9.2%	8.3%
Poor	1.0%	2.4%	3.8%	1.2%	1.8%
Very Poor	.3%	.8%	.0%	.0%	.3%
AVERAGE RATING (Highest = 5.0)	4.37	4.27	4.18	4.33	4.31
Number of Responses	978	633	288	403	2302

The fact that more than 99% of all survey participants (2,302 individuals) responded to this item gives special validity to these ratings.

SECTION B: EMPLOYMENT INFORMATION

Employment Status

Respondents who were employed or in full-time military service at the time of the survey were asked to complete Section B, which elicited information on such questions as:

- Where do Los Rios students find employment after they leave college?
- Is their work related to their college courses? If not, why not?
- Were they employed in the same field before enrolling, or did they find related employment after leaving Los Rios?
- How many hours per week do they work, and how much do they earn?
- How useful was their college training in on-the-job performance?

As shown previously in Table 12 (page 15), 77.3% of all survey respondents indicated they were employed or in military service when they completed their questionnaire. Table 16 on the next page (compiled from the responses to both Item A-7 and Item B-5) shows the employment status and educational goals of these 1,795 respondents. Of these, 682 had enrolled primarily to earn university transfer credit, 541 attended to prepare for a new job, 272 were upgrading their job skills and 300 took classes for personal interest or other reasons.

Table 16
EMPLOYMENT STATUS
All Respondents
Items A-7, B-5

EMPLOYMENT STATUS	EDUCATIONAL GOAL: University Transfer	Prepare for New Job	Improve Skills	Personal or Other	Totals
Working Full Time (35+ Hrs/Week)	29.9%	53.6%	64.9%	43.1%	43.2%
Working Part Time (34- Hrs/Week)	22.3%	15.4%	9.3%	14.1%	17.3%
Employed, Hours Not Reported	17.4%	15.5%	19.2%	15.8%	16.8%
Percentage Employed	69.6%	84.5%	93.5%	73.0%	77.3%
Number Employed	682	541	272	300	1795

Tables 17 through 25 which follow summarize the responses of those who completed Section B of the questionnaire. (As many as 1,568 completed at least part of this section, although not all respondents answered every question.) It should be kept in mind that the data shown in this report represent the answers given by all respondents to this section. More specific summaries by major field were prepared for all programs having ten or more responses and were provided to instructional deans at each college to be shared with their respective instructional staff members for use in program review and curriculum development.

Locale of Employment

Respondents were asked to provide the name and address of their current employer and their own job title and duties. They were also asked the name and title of their immediate supervisor so that person could be contacted in future surveys for evaluating college programs and planning additional programs. While not all respondents completed this section, considerable information was obtained. This information, sorted by program, is available to specific instructional divisions at the colleges upon request. For this report, only the employer ZIP codes were included in the computer summary. They are summarized in Table 17 below.

TABLE 17
EMPLOYER ZIP CODES
Item B-1

LOCALE OF EMPLOYMENT	EDUCATIONAL GOAL: University Transfer	Prepare for New Job	Improve Skills	Personal or Other	Totals
Sacramento Valley	91.3%	92.6%	95.5%	95.5%	93.1%
San Francisco Bay Area	2.8%	3.2%	1.1%	1.7%	2.5%
Los Angeles Area	1.5%	.0%	.6%	.6%	.8%
San Diego Area	.5%	.3%	.0%	.6%	.4%
Other California Areas	1.3%	1.0%	1.1%	1.1%	1.1%
Out of State	2.6%	2.9%	1.7%	.6%	2.2%
Number of Responses	389	309	178	177	1053

As can be seen in Table 17, more than 93% of the former Los Rios students who responded to this item were employed in the Sacramento Valley region. When the percentages for the San Francisco Bay area are included, the percentage working in northern California approaches 97%. Not surprisingly, the group who had attended the community college primarily to earn university transfer credit (most of whom were still pursuing their education) had the largest percentage employed outside northern California (6%).

Relationship of Employment to College Courses

An important question for purposes of program planning, especially with respect to occupational programs, is whether or not students who leave the community college find employment in jobs related to the courses they completed. Equally important is the need to evaluate the effect that community college courses have on the careers of former students.

The next three tables address these issues: Table 18 displays the responses to Item B-2, which asked whether the respondent's job was related to college courses completed, and Table 19 shows responses to Item B-6, which asked whether the respondent had been employed in the same occupational area prior to enrolling in community college courses. In Table 20, data from these two tables are combined to show the increase (or decrease) in related employment after completion of the college courses.

Table 18
RELATIONSHIP OF JOB TO COURSES COMPLETED
Item B-2

	EDUCATIONAL GOAL				
EMPLOYMENT IS RELATED TO COURSES	University Transfer	Prepare for New Job	Improve Skills	Personal or Other	Totals
Yes	42.6%	79.7%	87.2%	54.9%	63.4%
No	57.4%	20.3%	12.8%	45.1%	36.6%
Number of Responses	549	492	242	275	1558

Table 19
PRIOR EMPLOYMENT IN OCCUPATIONAL AREA OF PREPARATION
Item B-6

	EDUCATIONAL GOAL				
PREVIOUSLY EMPLOYED IN SAME FIELD	University Transfer	Prepare for New Job	Improve Skills	Personal or Other	Totals
Yes	43.9%	34.9%	79.7%	59.1%	49.3%
No	56.1%	65.1%	20.3%	40.9%	50.7%
Number of Responses	551	495	241	281	1568

As shown in Table 18, more than 80% of survey respondents who enrolled to prepare for a new job, as well as 87% of those who attended to upgrade their job skills, were employed in a related field at the time of the survey. As could be expected, comparable percentages were lower for university transfer students (most of whom were still continuing their education) and for those who had attended for reasons of personal interest.

The totals in Table 19 indicate that only 35% of those preparing for a new job, and 80% of those seeking to upgrade their skills, had been in the same field prior to their community college experience. Table 20 below compares these figures.

Table 20
RELATED EMPLOYMENT COMPARED TO
PRIOR EMPLOYMENT IN FIELD
Items B-2, B-6

	EDUCATIONAL GOAL				
EMPLOYMENT STATUS	University Transfer	Prepare for New Job	Improve Skills	Personal or Other	Totals
Now in Related Field (Table 18)	42.6%	79.7%	87.2%	54.9%	63.4%
In Same Field Before College (Table 19)	43.9%	34.9%	79.7%	59.1%	49.3%
Change in Related Employment	- 1.3%	+44.8%	+ 7.5%	- 4.2%	+14.1%
Number of Responses (Table 18)	549	492	242	275	1558
Number of Responses (Table 19)	551	495	241	281	1568

The most important data shown in Table 20 are the responses from those who enrolled in a community college to prepare for a new job: among this group, the percentage employed in a related field more than doubled (from 35% to almost 80%) following their attendance at a community college. Even those who enrolled to improve existing job skills showed a modest increase (7.5%) in related employment. Responses from the other two groups are less relevant since they attended a community college for reasons unrelated to employment.

Reasons for Working in Unrelated Field

If respondents were employed in a field not related to the community college courses they had completed, they were asked to indicate their reason for working in a different field. Their responses are summarized in Table 21 on the next page.

As can be seen in Table 21, 22% of the university transfer students cited "Transfer to Four-Year School" as the reason for accepting work unrelated to their community college courses. (Most of these students had taken general non-occupational programs at the community college in preparation for transfer.) Each of the other specific options was checked by fewer than 5% of all survey respondents; more than 10% checked "other" or did not cite a reason.

The responses of those who enrolled at their community college for job-related reasons are perhaps the most important to consider in analyzing the data in Table 21; however, these groups had relatively few respondents to this item since 80% of those preparing for a new job and 87% of those who attended to upgrade their job skills were in fact working in fields related to their college courses. The 4.7% of the "new job" group who checked "No Job Available in Field" actually includes only 23 individuals who had majored in a variety of programs. More detailed information by major program was provided to the respective college occupational education deans.

Table 21
REASONS FOR EMPLOYMENT OUTSIDE AREA OF PREPARATION
Item B-3

REASON	EDUCATIONAL GOAL: University Transfer	Prepare for New Job	Improve Skills	Personal or Other	Totals
Transferred to Four-Year School	22.0%	.6%	.0%	2.9%	8.5%
No Job Available in Field	5.5%	4.7%	1.2%	5.8%	4.6%
Not Qualified for Work in Field	6.6%	1.8%	.8%	3.6%	3.7%
Found Better Paying Job	3.6%	2.8%	1.2%	5.1%	3.3%
Preferred Other Work	4.2%	2.4%	.8%	4.7%	3.2%
Worked in Field but Changed	2.9%	2.8%	2.1%	2.9%	2.8%
Other (Unspecified)	9.7%	3.0%	3.3%	13.5%	7.3%
No Reason Given	2.9%	2.0%	3.3%	6.5%	3.3%
(Percentage in Unrelated Field)	(57.4%)	(20.3%)	(12.8%)	(45.1%)	(36.6%)
(Number in Unrelated Field)	315	100	31	124	570
Working in Related Field (Table 18)	42.6%	79.7%	87.2%	54.9%	63.4%
Number of Responses	549	492	242	275	1558

Weekly Hours of Employment

Table 22 below shows the number of hours per week worked by those who responded to Item B-5 on the questionnaire.

Table 22
WEEKLY HOURS OF EMPLOYMENT
Item B-5

HOURS PER WEEK	EDUCATIONAL GOAL: University Transfer	Prepare for New Job	Improve Skills	Personal or Other	Totals
1-20 Hrs Per Week	27.2%	8.7%	4.2%	13.4%	15.5%
21-34 Hrs Per Week	15.7%	13.6%	8.3%	11.3%	13.2%
35-39 Hrs Per Week	5.8%	6.3%	3.7%	5.4%	5.6%
40 Hrs Per Week	44.7%	65.1%	68.5%	65.3%	58.2%
41+ Hrs Per Week	6.6%	6.3%	15.3%	4.6%	7.5%
AVERAGE WEEKLY HOURS	32.2	37.1	40.5	35.9	35.6
Number of Responses	515	447	216	239	1417

As would be expected, respondents who enrolled for job-related objectives were more likely to be employed full time, with almost 88% of the "improve skills" group and 78% of the "prepare for new job" group working 35 or more hours per week. More surprising is the fact that among the university transfer students who were employed, 57% worked full time.

Current Salaries

Salary information provided by respondents is shown below in Table 23 below. The questionnaire item was phrased to permit respondents to check the pay period most appropriate for them (per hour/week/month/year), and separate averages were then computed for full-time and part-time workers.

Salaries for full-time employment ranged from $1901 for university transfer students to $2287 for those who enrolled for "personal or other" reasons. Those who attended to upgrade existing job skills (and who were generally older, more experienced, and already employed in their field) averaged $2196, as compared to $1916 for those who enrolled to prepare for a new job.

Table 23
CURRENT SALARY (GROSS, WITHOUT OVERTIME)
FULL-TIME AND PART-TIME EMPLOYEES
Item B-4

	EDUCATIONAL GOAL				
AVERAGE SALARIES	University Transfer	Prepare for New Job	Improve Skills	Personal or Other	Total
AVERAGE PER MONTH (Full-Time)	$1901	$1916	$2196	$2287	$2028
Number of Responses	285	332	179	169	965
AVERAGE PER HOUR (Part-Time)	$7.72	$12.80	$9.38	$10.88	$9.53
Number of Responses	215	97	27	57	396

The average hourly wages reported by part-time workers provide more surprising data: the average reported by those who had enrolled to prepare for a new job was $12.80 per hour, higher than that reported by part-timers who attended to upgrade their skills. Also encouraging is the fact that university transfer students, often working in jobs unrelated to their community college majors, averaged $7.72, more than double the minimum wage.

It should be kept in mind that these averages include all the salary data reported by respondents to the survey. More specific summaries by major field were prepared for all programs having ten or more responses and were provided to appropriate deans at each college to be shared with their respective instructional staff.

Usefulness of Training in Performance of Job

Survey respondents were also asked to rate their community college training as to its usefulness in performing their job. Their ratings are shown in Table 24 on the next page.

On a rating scale of 1 to 5, with 5 being the highest possible rating, the average rating for all responses to this item was 4.2. Especially important are the ratings given by those who enrolled to prepare for a new job: this group gave the highest average rating of 4.34, with almost 88% rating their training as Good or Very Good. Those seeking to upgrade their job skills gave an average rating of 4.2. Almost 70% of the university transfer group, who were often employed in jobs unrelated to their community college major while they continued their upper division education, gave ratings of Good or Very Good, with 29% checking Average.

Table 24
USEFULNESS OF TRAINING IN PERFORMANCE OF JOB
Item B-7
Ratings: 5 = Very Satisfied . . . 1 = Very Disappointed

RATING	EDUCATIONAL GOAL				
	University Transfer	Prepare for New Job	Improve Skills	Personal or Other	Totals
Very Good	28.7%	47.6%	38.0%	38.3%	39.7%
Good	40.9%	40.1%	44.2%	44.3%	41.8%
Average	29.1%	10.8%	16.8%	16.8%	17.3%
Poor	1.3%	1.5%	1.0%	.7%	1.2%
Very Poor	.0%	.0%	.0%	.0%	.0%
AVERAGE RATING (Highest = 5.0)	3.97	4.34	4.19	4.20	4.20
Number of Responses	230	389	208	149	976

Help Provided by Courses in Occupational Area

The last item in Section B asked respondents to indicate the ways in which their community college courses had helped them in their occupational area, and their answers are displayed in Table 25 below.

Table 25
HELP PROVIDED BY COURSES IN OCCUPATIONAL AREA
Item B-8

HELP RECEIVED	EDUCATIONAL GOAL				
	University Transfer	Prepare for New Job	Improve Skills	Personal or Other	Totals
Helped Get Job	16.4%	25.1%	10.2%	8.8%	17.4%
Helped Perform Job	44.0%	42.0%	36.4%	39.9%	40.9%
Helped Advance on Job	26.7%	30.6%	43.7%	37.2%	33.4%
Other	4.3%	1.3%	2.4%	6.8%	3.1%
No Help	8.6%	1.0%	7.3%	7.4%	5.1%
Number of Responses	232	386	206	148	972

As shown in Table 25, more than 91% of all survey respondents indicated that their community college experience had helped them in their jobs--either to obtain employment (17%), to perform on their job (41%), or to advance on the job (33%). Those who had enrolled to prepare for a new job had the highest positive response to this item, with almost 98% checking one of these options.

SECTION C: EDUCATIONAL INFORMATION

Respondents who had reenrolled in college since leaving the college conducting the survey were asked to complete Section C, which requested information on such questions as:

- To which institutions do Los Rios students transfer, and what majors do they pursue at their transfer college or university?
- What kinds of problems (if any) do they encounter upon transfer?
- Do they feel well prepared to continue their education?

Tables 26 through 32 which follow provide answers to these and other questions related to the educational enrollment patterns of survey participants.

Enrollment in Transfer College/University

As previously discussed (Table 12, page 15), 48% of all respondents to Item A-6 of the questionnaire (1,114 individuals) reported they *were attending* school at the time of the survey. Item C-1 of the questionnaire requested information on the respondents' *current or most recently attended* college or university. When the data from Items A-6 and C-1-A are combined, it is apparent that more than 56% (1,303 individuals) had actually continued their education, either by transferring to a four-year institution or by reenrolling in a community college, although some had "stopped out" again by the time they completed the survey questionnaire in Spring 1989.

Table 26 below displays the enrollment patterns of all 2,322 survey participants.

Table 26
ENROLLMENT IN TRANSFER COLLEGE/UNIVERSITY
Items A-6, C-1-A

	EDUCATIONAL GOAL				
TRANSFER COLLEGE/UNIVERSITY	University Transfer	Prepare for New Job	Improve Skills	Personal or Other	Totals
California State University System	56.3%	6.1%	1.4%	12.2%	27.8%
University of California System	10.2%	.5%	1.0%	2.2%	5.0%
California Independent Universities	2.4%	1.1%	2.4%	.5%	1.7%
Out of State Institutions	1.3%	.2%	.0%	.5%	.7%
(Transferred to Four-Year School)	(70.2%)	(7.9%)	(4.8%)	(15.4%)	(35.2%)
Los Rios Community Colleges	7.4%	13.1%	15.8%	11.9%	10.9%
Other California Community Colleges	.7%	1.9%	1.4%	.7%	1.1%
College Not Identified	8.4%	9.4%	7.2%	11.2%	9.0%
(Total Reenrolled)	(86.8%)	(32.2%)	(29.2%)	(39.2%)	(56.1%)
(Number Reenrolled)	(851)	(206)	(85)	(161)	(1,303)
Had Not Reenrolled	13.2%	67.8%	70.8%	60.8%	43.9%
Number of Responses	980	640	291	411	2322

As shown in Table 26, more than 70% of the respondents who had attended a community college primarily to earn university transfer credit had enrolled in a four-year college or university by the time of the survey (56% in the CSU system; 10% at a UC campus; and 4% at a private or out-of-state school). More than 8% had reenrolled at a community college (often in Los Rios), and another 8% were attending but did not identify their college. Only 13% of the university transfer students had not reenrolled in school after they left their Los Rios college.

It is also interesting to note that approximately 30% of the students who had attended a Los Rios college for job-oriented reasons had reenrolled in school by the time of the survey: around 24% in community colleges or unidentified institutions, and 5% to 8% in four-year universities.

Majors at Transfer Institutions

Survey participants were asked to identify their current (or most recently attended) college and to indicate their major field of study, and 1,094 respondents did so. Since 816 of these former students had transferred to a four-year institution and 278 had reenrolled at a community college, the responses from these two groups were aggregated separately for the data analysis in this section.

The next two tables display the majors of respondents who reenrolled at a community college (Table 27), and of those who transferred to a four-year institution (Table 28).

As can be seen in Table 27 on the next page, more than 23% of the students who had reenrolled at a community college were still undecided as to major, possibly a factor in their decision to continue their education at a two-year school before transferring. The percentage who were undecided was fairly constant among all four response groups (ranging from 21% to 30%).

While the most popular major field identified by respondents who had reenrolled at a community college was Business/Management/Office Administration (17%), Occupational/Trade Technologies was close behind at 15.5%. Health/Allied Health fields interested almost 10% of these respondents, reflecting the excellent two-year health-related programs offered in the Los Rios district. No other major field was selected by more than 7% of this group.

As shown in Table 28 on page 28, respondents who had transferred to a four-year institution exhibited a quite different pattern with respect to majors. While Business/Management/Office Administration was still the most popular major (26%), other frequently-selected major fields were in the areas of Social and Behavioral Sciences (15%) and Education/Physical Education/Recreation (12.5%). No other major field attracted more than 5% of those who transferred. Not surprisingly, only 2.5% of these respondents indicated they were still undecided as to their major.

Table 27
MAJORS OF STUDENTS WHO REENROLLED AT
A COMMUNITY COLLEGE
Item C-1-B

MAJOR AT COMMUNITY COLLEGE	EDUCATIONAL GOAL				
	University Transfer	Prepare for New Job	Improve Skills	Personal or Other	Totals
Business/Management/Office Admin.	12.5%	15.6%	22.0%	21.2%	16.9%
Occupational/Trade Technologies	8.7%	20.8%	22.0%	9.6%	15.5%
Health/Allied Health	10.0%	12.5%	4.0%	9.6%	9.7%
General Education/Interdisciplinary	8.7%	7.3%	2.0%	7.7%	6.8%
Home Ec./Family and Consumer Science	2.5%	4.2%	2.0%	7.7%	4.0%
Protective/Social Services	3.7%	3.1%	6.0%	1.9%	3.6%
Computer Information Science	2.5%	2.1%	2.0%	5.8%	2.9%
Fine and Applied Arts	1.2%	4.2%	.0%	3.8%	2.5%
Education/Physical Ed./Recreation	6.3%	1.0%	.0%	.0%	2.2%
Engineering	5.0%	1.0%	.0%	1.9%	2.2%
Law/Legal Assisting	.0%	3.1%	2.0%	.0%	1.4%
Mathematics	5.0%	.0%	.0%	.0%	1.4%
Agriculture/Natural Resources	1.2%	2.1%	2.0%	.0%	1.4%
Biological Sciences	2.5%	1.0%	.0%	1.9%	1.4%
Architecture/Environmental Design	2.5%	.0%	.0%	1.9%	1.1%
Physical Sciences	2.5%	.0%	2.0%	.0%	1.1%
Communication/Journalism	.0%	1.0%	.0%	1.9%	.7%
English/Speech/Philosophy	1.2%	.0%	2.0%	.0%	.7%
Social/Behavioral Sciences	1.2%	.0%	.0%	1.9%	.7%
Library Science and Technology	.0%	.0%	2.0%	.0%	.4%
Undecided	22.5%	20.8%	30.0%	23.1%	23.4%
Number of Responses	80	96	50	52	278

Table 28
MAJORS OF STUDENTS WHO TRANSFERRED TO
A FOUR-YEAR COLLEGE/UNIVERSITY
Item C-1-B

MAJOR AT FOUR-YEAR SCHOOL	EDUCATIONAL GOAL				
	University Transfer	Prepare for New Job	Improve Skills	Personal or Other	Totals
Business/Management/Office Admin.	26.0%	24.0%	21.4%	25.4%	25.7%
Social/Behavioral Sciences	15.2%	8.0%	7.1%	15.9%	14.7%
Education/Physical Ed./Recreation	12.8%	10.0%	21.4%	9.5%	12.5%
Engineering	5.4%	4.0%	7.1%	1.6%	5.0%
Communication/Journalism	4.9%	6.0%	14.3%	3.2%	5.0%
Protective/Social Services	4.5%	8.0%	.0%	4.8%	4.7%
Health/Allied Health	3.9%	8.0%	7.1%	4.8%	4.3%
Biological Sciences	4.5%	.0%	.0%	3.2%	4.0%
Fine and Applied Arts	4.1%	4.0%	.0%	3.2%	3.9%
English/Speech/Philosophy	3.0%	2.0%	.0%	4.8%	3.1%
Computer Information Science	2.6%	4.0%	7.1%	1.6%	2.7%
Home Ec./Family and Consumer Science	2.3%	6.0%	.0%	3.2%	2.6%
Physical Sciences	1.9%	2.0%	.0%	3.2%	2.0%
Agriculture/Natural Resources	1.9%	.0%	.0%	4.8%	2.0%
Occupational/Trade Technologies	.9%	4.0%	14.3%	1.6%	1.3%
Mathematics	1.5%	.0%	.0%	.0%	1.2%
Architecture/Environmental Design	1.0%	.0%	.0%	1.6%	1.0%
General Education/Interdisciplinary	.7%	2.0%	.0%	1.6%	.9%
Foreign Languages	.4%	2.0%	.0%	1.6%	.6%
Law/Legal Assisting	.0%	4.0%	.0%	.0%	.2%
Library Science and Technology	.1%	.0%	.0%	.0%	.1%
Undecided	2.3%	2.0%	.0%	4.8%	2.5%
Number of Responses	689	50	14	63	816

Four-Year College/University Data

Since the research questions posed by this study were intended to focus primarily on how well students did after transferring to a four-year school, the data shown in Tables 28 through 32 which follow reflect only the responses from the 816 former students who had actually made this transfer by the time of the study. Of these, more than 85% (689 respondents) had indicated "university transfer" as their primary reason for attending a community college; only 16% (127 individuals) had attended for all other reasons combined (Table 28 above). Thus the percentage computations for the university transfer students represent a substantial number of responses, but the small N for each of the other three response groups makes their percentage computations relatively less useful. (Since not all respondents answered every question, percentages are based on the answers to each item.)

Problems in Transferring to a Four-Year College/University

Respondents were asked whether they had experienced any difficulties in transferring to another school and if so, what kinds of problems they had encountered. As shown in Table 29 on the next page, more than 87% of all those who transferred to a four-year college or university reported they had no problem in making the transition. Among the 12.7% who indicated they did have problems, relatively more difficulties were encountered by students who had attended a community college for personal/other reasons (16%) than by those who had enrolled to earn university transfer credit (13%).

Table 29
PROBLEMS IN TRANSFERRING
TO A FOUR-YEAR COLLEGE/UNIVERSITY
Item C-2

TRANSFER PROBLEMS	EDUCATIONAL GOAL: University Transfer	Prepare for New Job	Improve Skills	Personal or Other	Totals
No Problems	87.1%	90.0%	100.0%	84.1%	87.3%
Yes, Some Problem	12.9%	10.0%	.0%	15.9%	12.7%
Number of Responses	684	50	14	63	811
TYPES OF PROBLEMS					
Transferring Units	3.5%	4.0%	.0%	7.9%	3.8%
Transcript Problems	3.5%	4.0%	.0%	1.6%	3.3%
Admission Problems	1.2%	.0%	.0%	1.6%	1.1%
Other	4.7%	2.0%	.0%	4.8%	4.4%
Number of Responses	74	5	0	8	87

Table 29 also shows a breakdown of the types of problems reported by those who did encounter some difficulties (percentage totals equal the "Yes" answers to the first question). Of the specific options listed on the questionnaire, problems in transferring units and in obtaining transcripts were the most frequently checked, but "other" unidentified problems were slightly more numerous.

Units Accepted at Four-Year College/University

The questionnaire also asked how many units earned at the Los Rios college had not been accepted by the transfer institution, and responses are shown in Table 30 below.

Table 30
UNITS ACCEPTED AT FOUR-YEAR COLLEGE/UNIVERSITY
Item C-3

UNITS ACCEPTED FOR TRANSFER	EDUCATIONAL GOAL: University Transfer	Prepare for New Job	Improve Skills	Personal or Other	Totals
All Units Accepted	26.0%	31.9%	27.3%	27.6%	26.5%
1-3 Units Not Accepted	18.0%	8.5%	.0%	12.1%	16.8%
4-6 Units Not Accepted	18.6%	12.8%	.0%	19.0%	18.1%
7-12 Units Not Accepted	25.4%	38.3%	27.3%	25.9%	26.2%
13+ Units Not Accepted	11.9%	8.5%	45.5%	15.5%	12.4%
Number of Responses	665	47	11	58	781

As indicated in Table 30, 26% of the university transfer respondents had all units accepted; 37% "lost" no more than six units (typically, two three-unit courses); and 25% found that 7 to 12 units were not accepted. In general, the percentages reported by students in the other three response groups compared favorably with the overall percentages, but the small number of respondents in these groups make percentage computations less valid. This caveat is especially true for the "improve skills" group, which included only 11 individuals.

It should be kept in mind that many students take nontransferable courses at the community college to improve their employment status or to enhance their academic preparation before enrolling in university transfer classes. The data in Table 30 do not differentiate among the various reasons why students might have taken courses that were not transferable.

Status/Classification at Four-Year College/University

Table 31 below displays the enrollment status and student classification of respondents who had transferred to a four-year college or university. As these data indicate, 75% of the respondents to this item were attending college full time. Almost 47% were juniors and nearly 48% were seniors. More than 3% had achieved graduate student status, suggesting that they had completed a substantial number of upper-division units prior to enrolling in Los Rios for selected courses. Among the university transfer group, the percentages for full-time attendance and senior status were slightly higher. It should be kept in mind that the survey population included students who had left Los Rios after the 1986-87 academic year, as well as some who had attended in 1987-88.

Table 31
STATUS/CLASSIFICATION
AT FOUR-YEAR COLLEGE/UNIVERSITY
Item C-4

	EDUCATIONAL GOAL				
STATUS/CLASSIFICATION	University Transfer	Prepare for New Job	Improve Skills	Personal or Other	Totals
STATUS					
Full-Time	77.0%	55.8%	60.0%	64.8%	74.7%
Part-Time	23.0%	44.2%	40.0%	35.2%	25.3%
Number of Responses	627	43	10	54	734
CLASSIFICATION					
Freshman	.5%	2.4%	10.0%	2.0%	.8%
Sophomore	1.1%	2.4%	.0%	4.0%	1.4%
Junior	46.5%	50.0%	30.0%	50.0%	46.7%
Senior	49.2%	35.7%	40.0%	40.0%	47.7%
Graduate Student	2.7%	9.5%	20.0%	4.0%	3.4%
Number of Responses	624	42	10	50	726

Rating of Preparation for Continuing Education

Survey participants had been asked previously to evaluate their educational experience in general (Item A-10, Table 15, page 18) and the usefulness of the occupational training they received (Item B-7, Table 24, page 24). The last question in this section asked how well the community college courses they completed prepared them for continuing their education (Item C-5). Their responses are displayed in Table 32 on the next page.

Table 32
RATING OF PREPARATION FOR CONTINUING EDUCATION
Item C-5
Ratings: 5 = Very Satisfied . . . 1 = Very Disappointed

EVALUATION OF PREPARATION	EDUCATIONAL GOAL				
	University Transfer	Prepare for New Job	Improve Skills	Personal or Other	Totals
Very Good	41.6%	36.2%	9.1%	41.3%	40.8%
Good	39.1%	36.2%	63.6%	46.0%	39.9%
Average	16.0%	21.3%	18.2%	9.5%	15.8%
Poor	2.2%	2.1%	9.1%	.0%	2.1%
Very Poor	1.0%	4.3%	.0%	3.2%	1.4%
AVERAGE RATING (Highest = 5.0)	4.18	3.98	3.73	4.22	4.17
Number of Responses	682	47	11	63	803

As can be seen in Table 32, 41% of all respondents to this item rated their community college education as Very Good; 40% checked Good; and approximately 16% gave an Average rating, for an overall average rating of 4.2 (on a 5-point scale where 5 is the highest rating.) Average ratings of 4.2 were given by both the personal interest group and those who enrolled primarily to earn university transfer credit.

SECTION D: GENERAL INFORMATION

All survey respondents were asked to complete Section D, which elicited information regarding the number of units completed by the respondent, the value of the collegiate experience in terms of career plans, and interest in taking additional classes at some future time. Responses are displayed in Tables 33 through 35 which follow.

Units Completed at College Conducting Survey

As shown in Table 33 on the next page, almost 58% of respondents to the survey had completed 60 or more units at the community college conducting the survey. As might be expected, more than 70% of the university transfer students had completed 60 or more units, and another 12% had completed 46 or more. More than half of those who enrolled to prepare for a new job and 48% of those who attended for personal interest reasons also reported completion of 60 or more units.

While almost 37% of those who enrolled to upgrade their job skills had completed 60 or more units, it is interesting to note that 42% had completed fewer than 30 units, reflecting the tendency among this group of students to take a few courses to meet their immediate occupational needs. Records indicate that they often "stop out" for a while and return later for the same purpose.

Another factor which is relevant to consideration of these data is that a substantial number of Los Rios students also take courses at more than one district college; this survey instrument did not address that issue.

Table 33
UNITS COMPLETED AT LOS RIOS COLLEGE
Item D-1

UNITS COMPLETED	EDUCATIONAL GOAL				
	University Transfer	Prepare for New Job	Improve Skills	Personal or Other	Totals
.5 to 15.5 Units	2.5%	9.2%	20.8%	17.9%	9.1%
16 to 29.5 Units	6.2%	9.7%	21.2%	14.7%	10.4%
30 to 45.5 Units	9.2%	17.6%	13.3%	11.0%	12.2%
46 to 59.5 Units	11.7%	11.4%	8.2%	8.6%	10.7%
60 or More Units	70.4%	52.0%	36.5%	47.8%	57.6%
Number of Responses	931	544	255	347	2077

Relationship of College Courses to Career Plans

Respondents were asked to indicate the extent to which courses completed at their Los Rios college would affect their career plans, and their answers are summarized in Table 34 below.

Table 34
RELATIONSHIP OF COURSE(S) COMPLETED
TO CAREER PLANS
Item D-2

DEGREE OF BENEFIT	EDUCATIONAL GOAL				
	University Transfer	Prepare for New Job	Improve Skills	Personal or Other	Totals
Immediate/Direct Benefit	19.0%	43.5%	40.5%	20.7%	28.4%
Long Term/Direct Benefit	56.1%	45.3%	44.8%	48.2%	50.5%
Indirect Benefit	23.3%	8.8%	13.5%	27.2%	18.9%
Of No Benefit	1.6%	2.4%	1.2%	4.0%	2.2%
Number of Responses	932	547	259	353	2091

As can be seen in Table 34, almost 79% of all survey respondents indicated their courses would be of direct benefit to their careers, either immediately or in the long term. For the two groups with job-related educational goals, the percentages were even higher (85% to 89%). Another 19% believed the courses would benefit their careers indirectly.

Interest in Taking Additional Courses

Respondents were also asked to indicate whether they were interested in taking additional courses at the college conducting the survey, and to identify courses of interest to them. As shown in Table 35, almost 62% of all respondents indicated they would like to take additional courses in the future. Not surprisingly, 74% of the group which had enrolled for personal interest reasons expressed such an interest; perhaps more notable is the fact that almost 57% of the university transfer students (most of whom had already transferred to a four-year institution) were also interested in returning to take community college courses at a later date.

Table 35
INTEREST IN TAKING ADDITIONAL COURSES
Item D-3

PLAN TO TAKE COURSES?	EDUCATIONAL GOAL				
	University Transfer	Prepare for New Job	Improve Skills	Personal or Other	Totals
Yes	56.8%	61.6%	62.7%	74.0%	61.7%
No	43.2%	38.4%	37.3%	26.0%	38.3%
Number of Responses	891	508	236	334	1969

The various courses identified by survey respondents were not computerized, but will be tallied as staff and fiscal resources permit. Meanwhile, the completed questionnaires are retained for future reference.

Comments from Respondents

The last item on the questionnaire invited comments regarding how college courses and/or services could be improved, and many respondents took the time to offer their suggestions. While the comments were not computerized, they were forwarded to the respective college departments for internal use (the Comments section was coded and then detached from the top part of the questionnaire, to ensure the anonymity of the respondent).

USES OF THE DATA: REPORTS TO THE COLLEGES

As discussed earlier, this series of Los Rios student follow-up surveys was begun as an effort to gather information for districtwide long-range planning. Later, at the request of college administrators and faculty who began to recognize the possibilities for using the data at the program level, procedures were developed to provide information that is program-specific and, for the first time this year, skills-specific within each program.

Program-Specific Summaries

Beginning in Spring 1986, information from each survey has been aggregated by program and reproduced in a succinct four-page format which provides numbers and percentages of responses to the most important questionnaire items. These are assembled in loose-leaf format so the individual program sections can be easily reproduced and shared with faculty teaching in that area. Each report includes a summary of responses for the district as a whole, for the college, and separate summaries for each program having ten or more responses. A sample of the form used for this report is included in the Appendix.

Skills-Specific Questionnaires

As a pilot effort for this Spring 1989 survey, a supplementary skills-specific questionnaire was sent to former students who had majored in certain occupational programs selected by the Dean of Occupational Education at each college. The questionnaires, developed by faculty within each department, were based on drafts used by the Statewide Student Follow-up System (SSFS) (Brooks, 1984); each was unique to the particular occupational program. The forms elicited information on the courses completed, relationship of employment to the courses, and the value of various skills and knowledge areas in obtaining, performing, or advancing on the job. Responses were summarized for each program having ten or more responses. A sample questionnaire, with responses tabulated, is included in the Appendix of this report.

"NONRETURNING" STUDENTS: ANOTHER LOOK

"Nonreturning" Students (NRSs) in this report are those who (1) completed an advanced occupational course during a particular academic year; (2) did not receive a degree or certificate; and (3) did not return to the same college during the following fall semester. This definition is important because many of these students, after "stopping out" for a semester, have in fact reenrolled in some educational institution by the time of the survey (see below).

Each of the four educational goal response groups discussed previously in this report included some NRSs. This section examines the responses of these 530 nongraduates (22.8% of the total) as a group, regardless of their educational goal. Table 36 on the next page provides summary statistics on Spring 1989 NRSs, juxtaposed with comparable data from the 1984 through 1987 studies excerpted from the Four-Year Retrospective report mentioned previously.

As compared to previous Los Rios follow-up surveys, NRSs in Spring 1989 comprised a smaller percentage of the original survey population (1,741 individuals, or 30.1%) and of the total survey responses (530, or 22.8%) (Table 1, page 5). In the 1984 through 1987 studies (combined), NRSs comprised 38.8% of the survey populations and 32.8% of all responses (Lee, 1987b, p. 5). In all the surveys, response rates for nongraduates as a group have been lower than those for graduates.

With respect to educational goal, Table 36 indicates that 17% of the NRSs had enrolled in a community college to earn university transfer credits; 31.5% attended to prepare for a new job; 23% enrolled to upgrade existing job skills; and almost 29% took courses for personal interest or other reasons. Compared with respondents to previous follow-up studies, these percentages represent a slight decline in the proportion who enrolled for job-related reasons and an increase in the percentage who cited personal or other educational goals.

As Table 36 also shows, 38.7% of the 530 NRS respondents had reenrolled at some educational institution by the time of the survey in Spring 1989: almost 13% had transferred to a four-year college or university, more than 16% had reenrolled at a community college, and nearly 10% indicated they were attending but did not identify their school. The total percentage who continued their education was down slightly from 1987, but similar to the overall percentage for the four previous studies.

NRSs in Spring 1989 (as in previous studies) appeared to be very satisfied with various aspects of their college experience. On a scale of 1 to 5 (where 5 = highest), satisfaction with educational experience as a whole was rated 4.17; usefulness of training in performance of job was rated 4.21; and the value of education as preparation for transfer was rated 4.09. As shown in Table 36, these ratings equal or exceed the ratings given by NRS respondents in past studies, and compare favorably with overall ratings reported in those studies.

Almost 80% of the NRSs were employed; 14% were not in the labor force through choice, and 5.8% indicated they were unemployed and actively seeking employment. Among those who reported detailed employment data, average monthly pay for full-time workers was $2178 per month; part-time workers averaged $10.12 per hour.

When asked their primary reason for not reenrolling, 31% of the NRS respondents indicated they had completed the degree/certificate/courses they desired, and another 10% said they left to transfer to another college. Almost 12% reported that job hours conflicted with school, and nearly 5% had found or were seeking employment. Almost 8% indicated that the availability of courses was inadequate, but only 3% cited grade problems or dissatisfaction with instruction or courses (combined). More than 24% reported they left due to personal/family reasons.

Finally, almost 70% of NRS respondents in Spring 1989 indicated that they were interested in returning to their Los Rios college to take additional courses in the future; in 1987 this figure was 72.9% (Table 37, page 37).

Table 36

COMPARATIVE STATISTICS: 1984 - 1989

"NONRETURNING" STUDENTS

	1984	1985	1986	1987	1989
BASIC DATA AND RATINGS					
Nonreturning Nongraduates (NRSs)	N=679	N=641	N=649	N=517	N=530
Percentage of Total Respondents	33.3%	31.5%	33.6%	33.2%	22.8%
Satisfaction with Educational Experience	4.08	4.14	4.14	4.17	4.17
Value of Education as Preparation for Transfer	3.68	3.87	3.79	3.99	4.09
Usefulness of Training in Performance of Job	3.87	3.89	3.93	3.95	4.21
EDUCATIONAL GOAL/COMPLETION OF GOAL	N=677	N=638	N=645	N=516	N=530
University Transfer	11.1%	14.7%	13.6%	17.8%	17.0%
Occupational Preparation	39.7%	38.9%	37.8%	34.7%	31.5%
Occupational Retraining	34.7%	33.5%	24.0%	24.6%	22.8%
Personal Interest	14.5%	12.9%	24.5%	22.9%	28.7%
Goal Required Degree/Certificate	47.4%	49.2%	54.6%	47.8%	47.4%
Enrolled Only for Certain Courses	48.2%	46.3%	42.2%	47.8%	48.2%
Goals Fully Completed	34.5%	33.9%	29.3%	36.3%	40.6%
REASONS FOR NOT REENROLLING	N=643	N=601	N=585	N=475	N=489
Completed Degree/Certificate/Desired Courses	36.2%	29.8%	26.7%	29.9%	30.7%
Transferred to Another College	8.2%	10.0%	9.2%	10.1%	10.2%
Found or Seeking Employment	9.0%	10.3%	4.8%	5.9%	4.7%
Job Hours Conflict with School	13.7%	13.0%	10.4%	12.4%	11.7%
Moved Out of Area/Transportation Problems	4.4%	5.0%	4.4%	4.8%	6.3%
College Was Too Expensive	0.9%	1.5%	2.1%	0.4%	0.8%
Availability of Courses Inadequate	6.7%	6.8%	7.0%	7.2%	7.8%
Grade Problems/Dissatisfied with Instruction/Courses	3.3%	2.3%	2.1%	2.7%	3.4%
Personal/Family or Other Reasons	17.6%	21.3%	33.3%	26.5%	24.3%
EMPLOYMENT STATUS AT TIME OF SURVEY	N=673	N=637	N=646	N=513	N=526
Employed (Includes Full-time Military)	79.3%	79.4%	81.3%	82.8%	79.6%
Not in Labor Force	12.3%	13.0%	12.4%	10.9%	13.8%
Unemployed, Actively Seeking	8.3%	7.5%	6.3%	6.2%	5.8%
Of those who provided detailed employment data:	N=368	N=347	N=374	N=340	N=319
Working in Sacramento Valley Area	91.6%	89.2%	92.8%	93.8%	95.5%
Working in San Francisco Bay Area	4.5%	5.4%	3.3%	2.4%	1.6%
Average Monthly Pay (Full-time Employees)	$1657	$1724	$1824	$2076	$2178
Average Hourly Pay (Part-time Employees)	$6.56	$8.03	$8.06	$10.32	$10.12
Average Weekly Hours of Employment	38.9	38.0	36.8	38.1	37.7
EDUCATIONAL STATUS AT TIME OF SURVEY	N=679	N=641	N=649	N=517	N=530
Enrolled in 4-Year College/University	11.0%	14.5%	11.1%	11.6%	12.7%
Reenrolled in Community College (Primarily in LRCCD)	10.6%	19.2%	24.2%	18.8%	16.4%
Continued Education but School Not Identified	12.7%	8.7%	10.9%	11.8%	9.6%
Percent Who Continued Education	34.3%	42.4%	46.2%	42.2%	38.7%
Percent Who Did Not Continue Education	65.7%	57.6%	53.8%	57.8%	61.3%

MEASURES OF PROGRESS: COMPARISONS AND RECOMMENDATIONS

Tables 37 and 38 on the following pages provide selected statistics from the present study and from the 1984 through 1987 surveys (taken from the Four-Year Retrospective), for purposes of comparison.

In general, the data in these tables indicate that survey responses continue to be remarkably consistent from year to year: students enroll in Los Rios colleges for a variety of reasons, report a high degree of satisfaction with their educational experiences, and move on to further education and/or employment feeling that they are well prepared to do so. Responses from nongraduates were generally as positive as those from graduates, and in both groups a large majority indicated an interest in returning to their Los Rios college to take additional courses in the future.

It is possible, however, to identify some notable areas in which the Spring 1989 study differed from previous ones, and to make several recommendations:

1) Although survey populations were selected in the same way for each study, the percentage of nongraduates in Spring 1989 was markedly smaller than in previous years (23%, down from approximately 33% from 1984 through 1987). The nongraduates in this and previous surveys were selected according to VEDS guidelines, since the colleges were at one time required to follow up and report on these former students annually; however, this is no longer a constraint. It is recommended that future Measures of Progress surveys be designed to include a randomly selected cohort of nongraduates, approximately equal in size to the number of graduates being surveyed and stratified to ensure that it reflects the demographic composition of the district's enrollment.

2) The sharp increase in the proportion of respondents who indicated university transfer as their educational goal (from 29% in 1984 to 34% in 1987 and then to 42% in 1989) might be attributed, in part, to the fact that the proportion of graduates and certificate earners in the Spring 1989 survey population (70%) was larger than in previous studies (61%). However, as pointed out previously, the survey populations for all five studies were selected using exactly the same procedures, so it seems apparent that there has been a distinct shift in the educational goals of Los Rios students. This trend may reflect the district's increased efforts--and success--in recent years to encourage students to transfer; in any case, it can have important implications for future program planning in the district.

3) The pilot effort in Spring 1989 to gather skills-specific data has already been commended by staff and faculty in the occupational areas surveyed, and plans are being considered to implement this type of survey among students who majored in non-occupational programs. The use of this supplementary questionnaire seems to have considerable potential for enhancing the district's ability to gather program-specific data for accountability purposes. Development of additional skills-specific questionnaires would require the cooperation of faculty members in the respective programs. It is recommended that this effort be expanded as faculty interest warrants, and that steps be taken to increase the response rate for targeted programs.

4) It is recommended that efforts be continued to increase the use of the data provided in this report by faculty, staff, administrators and Board of Trustees, as well as by educational leaders outside the Los Rios district.

Table 37
COMPARATIVE STATISTICS: 1984 - 1989
GENERAL INFORMATION: ALL RESPONDENTS

	1984	1985	1986	1987	1989
GRADUATION STATUS	N=2042	N=2033	N=1933	N=1556	N=2322
AA/AS Degree (General Education)	32.4%	32.5%	34.4%	32.5%	41.9%
AA/AS Degree/Certificate (Occupational)	34.3%	36.0%	32.1%	34.3%	35.2%
No Award Granted	33.3%	31.5%	33.6%	33.2%	22.8%
EDUCATIONAL GOAL	N=2036	N=2027	N=1924	N=1547	N=2322
University Transfer	29.1%	29.2%	34.0%	33.9%	42.2%
Occupational Preparation	39.9%	42.0%	34.1%	36.3%	27.6%
Occupational Retraining	21.3%	19.5%	14.3%	14.0%	12.5%
Personal Interest	9.7%	9.3%	17.5%	15.9%	17.7%
EMPLOYMENT STATUS AT TIME OF SURVEY	N=2024	N=2021	N=1921	N=1544	N=2305
Employed (Includes Full-time Military)	73.6%	76.2%	77.6%	81.1%	77.3%
Not in Labor Force	17.0%	16.2%	16.1%	12.8%	16.5%
Unemployed, Actively Seeking Work	9.4%	7.6%	6.3%	6.1%	5.5%
*SMSA Unemployment Rate (in March/April)	9.7%	7.9%	7.2%	6.0%	5.2%
Of those who provided detailed employment data:	N=1388	N=1445	N=1342	N=1130	N=1417
Employed in Sacramento Valley Area	89.7%	87.4%	92.4%	92.9%	93.1%
Employed in San Francisco Bay Area	5.2%	6.6%	2.8%	2.8%	2.5%
Average Monthly Pay (Full-time Workers)	$1586	$1648	$1715	$1871	$2028
Average Hourly Pay (Part-time Workers)	$6.97	$7.31	$7.86	$8.63	$9.53
Average Weekly Hours of Employment	36.8	35.9	35.6	36.1	35.6
EDUCATIONAL STATUS AT TIME OF SURVEY	N=2036	N=2027	N=1924	N=1547	N=2322
Transferred to UC System (Primarily UCD)	2.8%	3.1%	3.6%	3.5%	5.0%
Transferred to CSU System (Primarily CSUS)	21.9%	21.3%	23.3%	20.7%	27.8%
Transferred to Private/Out-of-State School	3.1%	2.5%	2.9%	3.6%	2.4%
Reenrolled in Community College (Primarily LRCCD)	7.8%	14.7%	15.6%	13.6%	12.0%
Continued Education but College Not Identified	12.8%	10.3%	9.9%	11.2%	9.0%
Percent Who Continued Education	48.4%	51.8%	55.3%	52.6%	56.2%
Percent Who Did Not Continue Education	51.6%	48.2%	44.7%	47.4%	43.9%
MISCELLANEOUS DATA	N=1909	N=1883	N=1781	N=1412	N=2091
Courses of Direct Benefit to Career	78.5%	79.9%	80.5%	82.2%	78.9%
60 or More Units Completed in LRCCD	56.1%	54.5%	56.3%	54.0%	57.6%
Plan to Take More Courses/Same College	62.2%	61.1%	62.5%	65.4%	61.7%
Plan to Take More Courses/Same College (NRS Only)	66.1%	67.2%	71.1%	72.9%	69.9%

*Sacramento Metropolitan Statistical Area data provided by Employment Development Department; shown here for reference only.

Table 38

COMPARATIVE STATISTICS: 1984 - 1989

AVERAGE RATINGS: EDUCATION, COURSES, PROGRAMS

(Scale: 5 = Highest . . . 1 = Lowest)

	1984	1985	1986	1987	1989
SATISFACTION WITH EDUCATIONAL EXPERIENCE	N=2028	N=2019	N=1925	N=1548	N=2322
All Respondents	4.22	4.25	4.26	4.29	4.31
Educational Goal = University Transfer	4.32	4.34	4.31	4.34	4.37
Educational Goal = Occupational Preparation	4.21	4.22	4.28	4.30	4.27
Educational Goal = Occupational Retraining	4.15	4.18	4.19	4.21	4.18
Educational Goal = Personal Interest	4.18	4.18	4.23	4.25	4.32
"Nonreturning" Students (Includes All Goals)	4.08	4.14	4.14	4.17	4.17
VALUE OF EDUCATION AS PREPARATION FOR TRANSFER	N=772	N=787	N=812	N=582	N=803
All Who Had Continued Their Education	3.89	4.05	4.00	4.11	4.17
Educational Goal = University Transfer	3.89	4.12	4.05	4.12	4.18
"Nonreturning" Students (Includes All Goals)	3.68	3.87	3.79	3.99	4.09
USEFULNESS OF TRAINING IN PERFORMANCE OF JOB	N=1295	N=1329	N=1244	N=1036	N=976
All Employed Respondents	3.89	3.92	3.94	3.96	4.20
Educational Goal = Occupational Preparation	4.01	4.06	4.13	4.09	4.34
Educational Goal = Occupational Retraining	4.03	3.97	4.12	4.11	4.19
"Nonreturning" Students (Includes All Goals)	3.87	3.89	3.93	3.95	4.21
CHARACTERISTICS OF COURSES IN MAJOR FIELD	N=1911	N=1913	N=1795	N=1458	N=2193
Quality of Instruction	4.19	4.22	4.24	4.30	4.28
Instructor Interest	4.18	4.20	4.23	4.26	4.26
Content of Courses	4.06	4.08	4.10	4.14	4.14
Grading/Testing	3.94	3.96	4.00	4.04	4.06
Class Size	3.79	3.78	3.84	3.87	3.94
Instructional Media	3.77	3.76	3.78	3.86	3.84
COLLEGE SERVICES USED	N=1389	N=1393	N=1269	N=1063	N=1613
Learning Center/Labs	4.07	4.02	3.95	3.93	4.07
Services for Disabled	3.98	3.89	3.90	4.00	4.05
Library Services	4.12	4.06	4.06	4.07	4.01
Veterans Services	4.01	3.93	3.97	3.98	3.99
Assessment Center	3.63	3.73	3.71	3.67	3.96
Health Center	3.85	3.93	3.91	3.91	3.90
Tutoring Services	3.70	3.78	3.69	3.64	3.85
Transfer Center	*	*	*	*	3.79
Counseling/Advisement	3.59	3.63	3.61	3.64	3.70
Child Care Center	*	*	*	*	3.65
Student Activities	3.65	3.54	3.56	3.59	3.61
Job Placement Services	3.32	3.52	3.44	3.47	3.60
Financial Aids	3.81	3.63	3.52	3.48	3.41

*Item was not on questionnaire that year.

Note: The number of responses varied somewhat for each characteristic, each year. The N shown at the top of each section indicates the maximum number who responded to that section that year.

IN CONCLUSION

The Los Rios district now has a student follow-up data base containing responses from almost 10,000 former students, surely one of the largest such data bases in California. The Measures of Progress studies have demonstrated how student follow-up surveys of university transfer students, occupational education students, and nongraduates can be accomplished in a coordinated manner with response data disseminated in formats tailored to the needs of various constituencies.

The process has evolved from its origins as a compliance report to real usefulness in terms of educational accountability:

1) to the administration/Board of Trustees/community as to whether what we are doing is working;

2) to the colleges' faculty and staff regarding their success in their own programs; and

3) to the students themselves, who have an opportunity to tell us what we did well and what could have been done better.

Few other districts have this level of accountability built into their ongoing review processes. With the implementation in 1986 of the program-specific format for reporting data from the general questionnaire, plus the skills-specific survey instrument developed in Spring 1989, we are now able to provide information at the program and departmental level that can be used by faculty and staff in program review and curriculum development.

This research project is a particularly appropriate example of Los Rios' Student Flow Research Model at work, in that it looks at why our students came, how they felt about what happened to them while they were here, and what happened to them after they left our colleges. In fact, the Los Rios student follow-up studies are used as a key example of the district's research model in action in the upcoming Jossey-Bass book on community college research models ("Multi-Campus District: District Coordinated Research Model," chapter written by Janis Cox Jones; expected publication, early 1990).

Finally, there has been considerable interest expressed in this model, both from community colleges and from universities, statewide and nationally, over the past several years. We would like to test this model on a wider basis and, if staff resources become available, work with other districts to see whether this student follow-up model might be useful to colleges on a statewide basis. Given the renewed interest in educational accountability at both state and local levels, we believe this model holds considerable promise for use beyond Los Rios.

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APPENDIX

STUDENT FOLLOW-UP SURVEY QUESTIONNAIRE

SAMPLE OF SKILLS-SPECIFIC QUESTIONNAIRE

SAMPLE COVER LETTERS

LRCCD89/LEE

FOR COLLEGE USE ONLY

Los Rios Community College District

College Code ☐☐☐☐ | Date Mo. ☐☐ Yr. ☐☐

Completion Code ☐ | TOP Code ☐☐☐☐☐☐

Major Code ☐☐☐☐ | Target Pop. Code ☐ HNCP ☐ LEP ☐ DAVT ☐ | Special Code ☐

AMERICAN RIVER COLLEGE
4700 College Oak Drive
Sacramento, CA 95841

PROJECT FOLLOW-UP

[ ]

Please make corrections to the information above if necessary.

Note: This report is authorized by law (20 USC 2312 and 20 USC 2391). While you are not required to respond to this survey, your cooperation is needed to insure that the results of this effort are comprehensive, reliable and timely.

PLEASE CHECK APPROPRIATE BLOCK(S) WITHIN EACH CATEGORY BELOW

SECTION A — EVERYONE SHOULD ANSWER THIS SECTION.

Please respond below as appropriate. This information is needed for equal opportunity education and employment reporting.

Major (at our college)_____

SEX	ETHNIC GROUP	AGE GROUP
☐ Male	☐ American Indian or Alaskan Native	☐ 16-19
☐ Female	☐ Asian or Pacific Islander	☐ 20-24
	☐ Black, not of Hispanic origin	☐ 25-29
	☐ Filipino	☐ 30-34
	☐ Hispanic	☐ 35-44
	☐ White, not of Hispanic origin	☐ 45-54
	☐ Nonresident Alien	☐ 55-64
		☐ 65 or +

1 What was your PRIMARY objective in attending our college?
- ☐ Improvement of existing job skills
- ☐ Preparation for job to be obtained
- ☐ University transfer credit
- ☐ Personal interest
- ☐ Other (describe)_____

2 To what extent has this objective been completed?
- ☐ Fully completed
- ☐ Partially completed
- ☐ Not completed

3 Do you plan to pursue this objective further?
- ☐ Yes: Where? →
  - ☐ At our college
  - ☐ At another two-year college
  - ☐ At a four-year university
  - ☐ Other (describe)_____
- ☐ No

4 How much education is (or was) required to accomplish your educational objective at our college? (Check one)
- ☐ Selected courses
- ☐ Certificate program
- ☐ Two-year associate degree program
- ☐ Other (describe)_____

5 What was your PRIMARY reason for not reenrolling at our college this semester? (Check only most important reason.)
- ☐ Completed associate degree or certificate
- ☐ Completed desired courses
- ☐ Transferred to another college
- ☐ Found or seeking employment
- ☐ Job hours conflict with school
- ☐ Moved out of area/Transportation problems
- ☐ College was too expensive
- ☐ Availability of courses
- ☐ Grade problems
- ☐ Dissatisfied with quality of instruction
- ☐ Dissatisfied with content of courses
- ☐ Personal/family reasons not listed above
- ☐ Other (describe)_____

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6 What is your current EDUCATIONAL STATUS? (Check one)
- ☐ Currently attending school
- ☐ Not currently attending school

7 What is your current EMPLOYMENT STATUS? (Check one)
- ☐ Employed (Includes all employment, even if below your qualifications; does not include full-time military service)
- ☐ Employed (Full-time military service)
- ☐ Unemployed (Not employed, but actively seeking employment)
- ☐ Not in labor force (Not employed and not seeking employment because of choice, illness, full-time student status, retirement, pregnancy, or other such reason)

8 Please rate COURSES COMPLETED IN YOUR MAJOR FIELD OF STUDY as to how well they fulfilled your individual needs. Students with "undecided/undeclared" majors should skip to Question 9.

	Very Good 1	Good 2	Avg. 3	Poor 4	Very Poor 5
Quality of instruction	☐	☐	☐	☐	☐
Grading/Testing	☐	☐	☐	☐	☐
Instructor interest	☐	☐	☐	☐	☐
Content of course(s)	☐	☐	☐	☐	☐
Instructional media	☐	☐	☐	☐	☐
Class size	☐	☐	☐	☐	☐

9 IF YOU HAVE USED ANY OF THE FOLLOWING COLLEGE SERVICES, please rate them as to how well they fulfilled your individual needs.

	Very Good 1	Good 2	Avg. 3	Poor 4	Very Poor 5
Assessment Center	☐	☐	☐	☐	☐
Child Care Center	☐	☐	☐	☐	☐
Counseling/Advisement	☐	☐	☐	☐	☐
Financial Aids	☐	☐	☐	☐	☐
Health Center	☐	☐	☐	☐	☐
Job placement services	☐	☐	☐	☐	☐
Learning Center/labs	☐	☐	☐	☐	☐
Library services	☐	☐	☐	☐	☐
Services for disabled	☐	☐	☐	☐	☐
Student activities	☐	☐	☐	☐	☐
Transfer Center	☐	☐	☐	☐	☐
Tutoring services	☐	☐	☐	☐	☐
Veterans services	☐	☐	☐	☐	☐

10 Which statement best describes your feeling about your educational experience at our college?
- ☐ Very satisfied
- ☐ Satisfied
- ☐ Average
- ☐ Disappointed
- ☐ Very disappointed

OVER PLEASE!

MAJOR

SPACE BELOW RESERVED FOR COMMENTS

CODE ☐☐☐

SECTION B

IF YOU ARE CURRENTLY EMPLOYED OR IN FULL-TIME MILITARY SERVICE, PLEASE ANSWER THIS SECTION. OTHERWISE, SKIP TO SECTION C.

1 Please provide the following information on your present job.

Name of Company or Firm (if self-employed, please write self.)

Company or Firm Mailing Address

City State Zip Code

Your Job Title

Your Job Duties

We periodically survey employers to help us evaluate our courses and advise us on other courses or programs which are needed. If we may contact your immediate supervisor for such a survey, please indicate:

Supervisor's Last Name First Name M.I.

Supervisor's Job Title

2 Is this job related to the courses you have completed at our college?

- ☐ Yes, it is directly or closely related
- ☐ No, it is only remotely related or not related at all

3 If your occupational area IS NOT related to the courses you have completed at our college, please check each reason which applies. If occupational area IS related to courses completed, you may skip this question.

- ☐ Transferred to a four-year college
- ☐ Not sufficiently qualified for job in field of preparation
- ☐ Preferred to work in another field
- ☐ Found better paying job in another field
- ☐ Could not find a job in field of preparation
- ☐ Worked previously in field of preparation, but changed
- ☐ Other (describe) _____

4 What is your current salary (gross)? (Do not add in overtime.) This information, when combined with that from others in your field of study, will provide valuable help to others in career planning.

(Check one)

$_____.____ PER ☐ HOUR ☐ WEEK ☐ MONTH ☐ YEAR

5 The salary in the preceding item is based on how many hours per week employment?

_____ Hours per week

6 Were you employed in your occupational area PRIOR to enrolling in the course(s) completed at our college?

- ☐ Yes
- ☐ No

7 How would you rate the training you received at our college in relation to its usefulness to you in performing your job?

- ☐ Very good
- ☐ Good
- ☐ Average
- ☐ Poor
- ☐ Very poor

8 Please check below if the course(s) you took at our college helped you in your occupational area in any of the following ways.

- ☐ Helped to obtain job
- ☐ Helped performance on present job
- ☐ Helped advance on present job
- ☐ None of the above
- ☐ Other (describe) _____

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SECTION C

IF YOU HAVE ENROLLED IN COLLEGE SINCE LEAVING OUR COLLEGE, PLEASE ANSWER THIS SECTION. OTHERWISE, SKIP TO SECTION D.

1 Please respond below regarding your current (or most recently attended) college.

Name of College

City and State

Major Field of Study (at college indicated above)

☐☐☐☐ TC (College Use Only) TM ☐☐☐☐

2 Did you have problems transferring to college indicated above?

- ☐ Yes; What?
  - ☐ Transferring units
  - ☐ Transcript problems
  - ☐ Admission problems
  - ☐ Other (describe)_____
- ☐ No

3 How many units earned at our college were not accepted at the college indicated above?

- ☐ All units accepted
- ☐ 1-3 units not accepted
- ☐ 4-6 units not accepted
- ☐ 7-12 units not accepted
- ☐ More than 21 units not accepted

4 If you are currently enrolled in college, please indicate your current status and classification at the college indicated above.

STATUS	CLASSIFICATION
☐ Part-time Student (Fewer than 12 units)	☐ Freshman
☐ Full-time Student (12 or more units)	☐ Sophomore
	☐ Junior
	☐ Senior
	☐ Graduate Student

5 How well did the courses that you completed at our college prepare you for continuing your education?

- ☐ Preparation was excellent
- ☐ Preparation was satisfactory
- ☐ Good in some areas only
- ☐ Fair, all areas could have been better
- ☐ Preparation was inadequate

SECTION D

EVERYONE SHOULD ANSWER THIS SECTION.

1 Approximately how many units have you completed at our college?

- ☐ None
- ☐ .5 - 15.5
- ☐ 16 - 29.5
- ☐ 30 - 45.5
- ☐ 46 - 59.5
- ☐ 60 or more

2 How do you see the course(s) completed at our college in terms of your career plans?

- ☐ Of immediate, direct benefit
- ☐ Of long term, direct benefit
- ☐ Of indirect benefit
- ☐ Of no benefit

3 Are you interested in taking other courses at our college? You may include courses not presently offered by our college.

- ☐ Yes What courses? _____
- ☐ No

4 We would appreciate any comments regarding how we could improve the course(s) you have completed and/or services we have provided. Please use the space below (front and back) for your comments.

SPACE BELOW RESERVED FOR COMMENTS

LRCCD89/LEE

THANK YOU FOR ASSISTING US IN OUR SURVEY! PLEASE RETURN THIS FORM IN THE PREPAID ENVELOPE AS SOON AS POSSIBLE

[LOS RIOS COLLEGE] **S A M P L E QUESTIONNAIRE** *[Name/address label here]*

[Name of Occupational Program] (1986-87, 1987-88) *(Responses=51)*

Please check [ ] the bracket to the left of the title of each of the college classes that you have completed:

1	[45]	Nur 10	Fundamentals of Nursing	11 [45] FCS 10	Nutrition
2	[44]	Nur 20	Nursing/Health Maintenance	12 [44] FCS 34	Child Development
3	[50]	Nur 30	Nursing/Severe Health Problems	13 [41] Engl 1A	College Composition
4	[49]	Nur 40	Complex/Multiple Patient Care	14 [42] Psych 1	General Principles of Psych
5	[8]	Bio 4	General Bacteriology	15 [10] Psych 7	Human Behavior
6	[43]	Bio 6	General Microbiology	16 [8] Anth 2	Cultural Anthropology
7	[14]	Bio 7	General Human Anatomy	17 [40] Soc 1A	Introduction to Sociology
8	[10]	Bio 9	Introduction to Physiology	18 [ ]	
9	[40]	Bio 8A	Physiological Anatomy	19 [ ]	
10	[39]	Bio 8B	Physiological Anatomy	20 [ ]	

Is your present job related to the occupational skills taught in the classes you checked?

1 [50] Yes *(Percentages below are computed on these responses.)*
2 [1] No
3 [ ] Related to other classes? (Please list)

Many of the essential occupational skills and knowledge you may have learned through the classes you checked are listed below.

Please check [ ] the column which describes the importance of the skill or knowledge to your job. You may wish to check more than one column; check **only** those skills and knowledge you were taught.

Occupational Skills and Knowledge	Helped to get the job?	Helped to do the job?	Helped to advance on the job?	Not helpful in your job?
1 Knowledge of Pharmacology	20 = 40%	48 = 96%	3 = 6%	0 = 0%
2 Knowledge of Responses to Drugs	18 = 36%	48 = 96%	3 = 6%	0 = 0%
3 Knowledge of Disease Conditions	24 = 48%	46 = 92%	7 = 14%	0 = 0%
4 Knowledge of Patho-Physiology	22 = 44%	45 = 90%	8 = 16%	0 = 0%
5 Knowledge of Treatment Methods	21 = 42%	45 = 90%	8 = 16%	0 = 0%
6 Leadership Skills in Health Care	10 = 20%	36 = 72%	15 = 30%	4 = 8%
7 Skill in Cardiac Patient Care	11 = 22%	39 = 78%	6 = 12%	3 = 6%
8 Skill in Gerontological Nursing	8 = 16%	38 = 76%	3 = 6%	7 = 14%
9 Skill in Gynecological Patient Care	10 = 20%	34 = 68%	1 = 2%	9 = 18%
10 Skill in Intensive Patient Care	10 = 20%	23 = 46%	6 = 12%	10 = 20%
11 Skill in Medical Records Management	4 = 8%	20 = 40%	3 = 6%	16 = 32%
12 Skill in Pediatric Nursing Methods	10 = 20%	30 = 60%	1 = 2%	11 = 22%
13 Skill in Psychiatric Nursing	8 = 16%	40 = 80%	3 = 6%	4 = 8%
14 Skill in Rehabilitation Nursing	8 = 16%	27 = 54%	3 = 6%	13 = 26%
15 Skill in Stroke Patient Care	8 = 16%	37 = 74%	3 = 6%	6 = 12%
16 Skill in Physical Assessment	20 = 40%	45 = 90%	5 = 10%	0 = 0%
17 Skill in Surgical Patient Care	19 = 38%	44 = 88%	5 = 10%	1 = 2%
18 Skill in Administration of Medications	20 = 40%	47 = 94%	4 = 8%	0 = 0%
19 Skill in Intravenous Therapy	16 = 32%	43 = 86%	3 = 6%	0 = 0%
20				

SAMPLE

Were there occupational skills you needed and were not taught? If so, please list the skills you needed:

(Narrative responses were not computerized; questionnaires returned to College.)

How could the College have prepared you better for employment? Please explain:

That is all the questions; **thank you** for taking the trouble to complete this form.
Please mail it in the enclosed envelope; no stamp is necessary.

COVER LETTER, FIRST MAILING

(Use your college letterhead)

March, 1989

Hello:

(*College name*) College needs your help! As a former student, you can provide important information that will help us improve our service to the community.

We would like to know how satisfied you were with your experiences here and what your educational needs are for the future. (Even if you have reenrolled at our college this semester, we would like to have your response.) Please take a few minutes to complete the enclosed questionnaire and return it in the prepaid envelope within ten days.

The data you and others provide will be summarized to help us improve our programs and services, but your individual responses will be held in strict confidence.

Your participation in this survey is important. By responding promptly, you may be helping your children, a friend or neighbor, or perhaps yourself, if you attend (*College Name*) College in the future.

If you have questions about the survey, give us a call at 920-7904. Meanwhile, thank you in advance for your time and cooperation.

Sincerely,

(*President's Name*)
President

P.S. For students who participated in certain occupational programs, an extra questionnaire about your major program may also be included. We hope you'll complete this one, too!

Enclosures

COVER LETTER, SECOND MAILING

(Use your college letterhead)

April, 1989

Hello!

Recently we sent you a PROJECT FOLLOW-UP survey form and asked that you complete and return it. We have not yet received your reply.

Your response is important. We want the survey results to reflect the opinions of all our former students, so we would like to hear from you. Please help us by taking a few minutes now to complete the enclosed questionnaire and return it in the postpaid envelope. Your answers will be held in confidence, and only summarized information will be reported.

This is your opportunity to help (*Name of College*) evaluate and improve its programs and services. Your cooperation will be greatly appreciated. Please respond today!

Sincerely,

(*Name of President*)
President

Enclosures

FORMAT USED FOR

PROGRAM-SPECIFIC SUMMARIES

of

RESPONSES TO FOLLOW-UP QUESTIONNAIRE

MEASURES OF PROGRESS:
SPRING 1989 STUDENT FOLLOW-UP

Los Rios Community College District

SUMMARY OF RESPONSES BY MAJOR

College: *(Name of College)*

Major: *(Generic Major Group)*

In Spring 1989, follow-up survey forms were sent to former students who had attended a Los Rios college during either 1986-87 or 1987-88. The survey population included all graduates and certificate earners for those two years (including summer sessions), as well as nongraduates who had completed an advanced occupational course during either academic year but did not reenroll at the same college in the following Fall semester. (Selection of the nongraduates to be surveyed followed Vocational Education Data System guidelines.) The attached pages summarize the information obtained from respondents to the survey who were majoring in *(Generic Major Group)*.

Degrees/Certificates Granted, 1986-87 and 1987-88:

College Program Title	Number of Awards
(Specific Program Title)	---
(Specific Program Title)	---
(Specific Program Title)	---
Total Awards Granted	---

Student Follow-up Survey, Spring 1989:	Survey Population	Survey Responses
Graduates/Certificate Earners	---	---
Nongraduates	---	---
Totals	---	---

Adjusted Response Rate (excludes __ undelivered) ___%

Adjused Response Rate (by year):

1986-87 ___%
1987-88 ___%

Contact: Beth S. Lee, Ed.D.
Office of Planning and Research
Los Rios Community College District

SUMMARY OF RESPONSES, (College) (Program) MAJORS

(--- respondents; not all items were answered by all)

DEMOGRAPHIC AND GENERAL INFORMATION:

No.	%	GENDER	No.	%	ETHNICITY	No.	%	AGE GROUP
---	---	Male	---	---	Asian	---	---	16-24
---	---	Female	---	---	Black	---	---	25-29
			---	---	Hispanic	---	---	30-34
			---	---	White	---	---	35-44
			---	---	Other	---	---	45 and over

No.	%	PRIMARY REASON FOR ATTENDING A COMMUNITY COLLEGE:
---	---	Earn university transfer credit
---	---	Preparation for job to be obtained
---	---	Improvement of existing job skills
---	---	For personal interest or other reasons
		COMPLETION OF EDUCATIONAL GOAL:
---	---	Fully completed
---	---	Partially completed
---	---	**PLAN TO PURSUE EDUCATIONAL OBJECTIVE FURTHER:**
---	---	At our college
---	---	At another two-year college
---	---	At a four-year college
---	---	In some other way
		EDUCATION REQUIRED TO ACCOMPLISH EDUCATIONAL OBJECTIVE:
---	---	Selected course(s)
---	---	Certificate program
---	---	Two-year associate degree program
		PRIMARY REASON FOR NOT REENROLLING AT OUR COLLEGE:
---	---	Completed associate degree or certificate
---	---	Completed desired courses
---	---	Transferred to another college
---	---	Found or seeking employment
---	---	Job hours conflict with school
---	---	Moved out of area/Transportation problems
---	---	College was too expensive
---	---	Availability of courses inadequate
---	---	Grade problems
---	---	Dissatisfied with quality of instruction
---	---	Dissatisfied with content of courses
---	---	Personal/family reasons not listed above
---	---	Other reasons
---	---	**WERE ATTENDING SCHOOL AT THE TIME OF THE SURVEY**
		EMPLOYMENT STATUS AT THE TIME OF THE SURVEY:
---	---	Employed (includes full- and part-time)
---	---	Unemployed (but actively seeking)
---	---	Not in labor force (and not seeking)

NAME OF PROGRAM--2

AVERAGE RATINGS: COURSES/SERVICES/EDUCATIONAL EXPERIENCE

(5-Point Scale: 5 = Highest Rating)

No.	Avg. Rating	COURSES COMPLETED IN MAJOR FIELD:
---	---	Quality of Instruction
---	---	Grading/Testing
---	---	Instructor Interest
---	---	Content of Course(s)
---	---	Instructional Media
---	---	Class Size
---	---	SATISFACTION WITH COLLEGE EXPERIENCE
---	---	USEFULNESS OF COLLEGE TRAINING ON THE JOB
---	---	VALUE OF COURSES AS PREPARATION FOR TRANSFER

No.	Avg. Rating	COLLEGE SERVICES USED:
---	---	Financial Aids
---	---	Counseling/Advisement
---	---	Job Placement Services
---	---	Assessment Center
---	---	Tutoring Services
---	---	Learning Center/Labs
---	---	Student Activities
---	---	Library Aervices
---	---	Health Center
---	---	Services for Disabled
---	---	Veterans Services

EMPLOYMENT INFORMATION

The --- respondents who were employed at the time of the survey were asked to respond to this section. (Percentages are based on the number who answered each question.)

No.	%	
		Among those who gave their employer's address,
---	---	WERE EMPLOYED IN GREATER SACRAMENTO AREA.
---	---	WERE EMPLOYED IN FIELD RELATED TO COLLEGE COURSES COMPLETED;
---	---	WERE EMPLOYED IN FIELD OUTSIDE THEIR AREA OF PREPARATION,
		and gave the following REASONS FOR ACCEPTING SUCH EMPLOYMENT:
---	---	Transferred to a four-year college
---	---	Not qualified enough for job in field of preparation
---	---	Preferred to work in another field
---	---	Found better paying job in another field
---	---	Could not find job in field of preparation
---	---	Worked in field of preparation, but changed
---	---	"Other" (undefined)
---	---	No reason given
---	---	WERE EMPLOYED IN SAME FIELD BEFORE ENROLLING IN COLLEGE.
		WEEKLY HOURS OF EMPLOYMENT
---	---	Were employed full-time (35 or more hours per week)
---	---	Were employed 21-34 hours per week
---	---	Were employed 20 or fewer hours per week

No.	$	AVERAGE PAY
---	$--	Pay per month (all those employed 35 or more hours per week)
---	$--	Pay per hour (all those employed fewer than 35 hours per week)

No.	%	WAYS IN WHICH COLLEGE COURSES HELPED ON THE JOB:
---	---	Helped to obtain job
---	---	Helped performance on present job
---	---	Helped advance on present job

NAME OF PROGRAM--3

EDUCATIONAL INFORMATION

Respondents who had enrolled in college since leaving *(College)* were asked to complete this section.

No.	%	ENROLLMENT STATUS
---	---	Transferred to the CSU System (primarily to CSUS);
---	---	Transferred to the UC System (primarily to UCD);
---	---	Transferred to a private California college/university;
---	---	Transferred to an out-of-state school;
---	---	Were still attending a community college (primarily in Los Rios);
---	---	Had enrolled but did not identify their school;
---	---	Had not enrolled.

AMONG THOSE WHO REPORTED THEIR MAJOR,

---	---	Were majoring in _____;
---	---	Were majoring in _____; and
---	---	Were majoring in _____ [or: Were undecided as to major].

---	---	REPORTED "NO PROBLEMS" IN TRANSFERRING TO A FOUR-YEAR COLLEGE/UNIVERSITY.

The problems that were reported related to:
transferring units (N=); transcripts (N=); admission (N=); other (N=).

UNITS ACCEPTED FOR TRANSFER AT FOUR-YEAR INSTITUTION:

---	---	All credit hours accepted
---	---	"Lost" 1-3 credit hours
---	---	"Lost" 4-6 credit hours
---	---	"Lost" 7-12 credit hours
---	---	"Lost" 13-21 credit hours
---	---	"Lost" more than 21 credit hours

ENROLLMENT STATUS AND CLASSIFICATION AT FOUR-YEAR INSTITUTION:

---	---	Were part-time students (fewer than 12 units);
---	---	Were full-time students (12 units or more).
---	---	Were classified as freshmen or sophomores;
---	---	Were juniors;
---	---	Were seniors;
---	---	Were graduate students.

GENERAL INFORMATION (All respondents were asked to complete this section.)

No.	%	UNITS COMPLETED AT *(College)*:
---	---	1/2 to 15-1/2
---	---	16 to 29-1/2
---	---	30 to 45-1/2
---	---	46 to 59-1/2
---	---	60 or more

CONSIDERED THEIR COLLEGE COURSES TO BE:

---	---	Of immediate, direct benefit
---	---	Of long term, direct benefit
---	---	Of indirect benefit
---	---	ARE INTERESTED IN TAKING OTHER COURSES AT SAME COLLEGE IN THE FUTURE

NAME OF PROGRAM--4

SUMMARY OF AWARDS GRANTED, 1982-1988

LOS RIOS COMMUNITY COLLEGE DISTRICT

American River College
Cosumnes River College
Sacramento City College

AWARDS GRANTED, 1982-1988
LOS RIOS COMMUNITY COLLEGE DISTRICT

Notes:
1. Groups correspond generally to the Major Interest Fields used on the LRCCD Application for Admission form.
2. Majors within each subgroup are generally listed by college and thus are not in strict alpha order.
3. Awards Granted = associate degrees and certificates awarded during academic year (includes summer session, 1984-85 and thereafter).

Legend: - = Major was not offered at that college;
0 = Major was offered, but no degrees/certificates awarded.

LOS RIOS COLLEGE MAJOR	LRCCD Major Code	AWARDS GRANTED 1982 - 1986			AWARDS GRANTED 1986 - 1987			AWARDS GRANTED 1987 - 1988		
		ARC	CRC	SCC	ARC	CRC	SCC	ARC	CRC	SCC
AGRICULTURE/NATURAL RESOURCES										
Agriculture-Agri. Business	133	-	7	-	-	0	-	-	0	-
Agriculture-Animal Science	130	-	1	-	-	0	-	-	1	-
Agriculture-Plant Science	132	-	1	-	-	0	-	-	0	-
Animal Health Technology	120	-	72	-	-	9	-	-	10	-
Landscape Industry	115	19	-	-	10	-	-	11	-	-
Nursery Industry	116	30	-	-	3	-	-	1	-	-
Forestry Technician	117	8	-	-	2	-	-	2	-	-
Forestry Engineering Tech.	119	1	-	-	0	-	-	1	-	-
Outdoor Rec/Wildlife Tech.	118	1	-	-	1	-	-	1	-	-
ARCHITECTURE/ENVIRONMENTAL DESIGN										
Env. Design-Solar & Alt.	669	-	14	-	-	-	-	-	-	-
Env. Design-Architecture	670	-	11	-	-	2	-	-	3	-
Env. Design-Construction	671	-	3	-	-	0	-	-	0	-
Env. Design-Design Drafting	672	-	8	-	-	0	-	-	0	-
Env. Design-Interior Design	674	-	2	-	-	0	-	-	0	-
Interior Design	567	49	-	-	5	-	-	10	-	-
Interior Design/Profession	574	-	-	-	2	-	-	1	-	-
BUSINESS/MANAGEMENT/OFFICE ADMINISTRATION										
Accounting Technician	219	120	-	-	26	-	-	17	-	-
Accounting	220	-	53	44	-	13	15	-	12	8
Bookkeeping	222	-	-	4	-	-	1	-	-	1
Advanced Accounting	234	-	-	-	-	-	-	-	3	-
Advertising and Sales	233	8	-	-	1	-	-	1	-	-
Advertising	221	-	-	2	-	-	0	-	-	0
Banking and Finance	203	11	-	-	2	-	-	4	-	-
Bank Operations	204	1	-	-	0	-	-	0	-	-
Credit and Lending	205	3	-	-	0	-	-	0	-	-
General Business	210	563	15	577	128	1	119	145	1	139
Business Administration	200	-	40	91	-	3	0	-	5	1
Gen. Business-Accounting	280	-	31	-	-	9	-	-	0	-
Gen. Business-Management	282	-	18	-	-	8	-	-	4	-
Gen. Business-Marketing	284	-	5	-	-	0	-	-	1	-
Gen. Business-Finance	285	-	6	-	-	0	-	-	1	-

LOS RIOS COLLEGE MAJOR	LRCCD Major Code	AWARDS GRANTED 1982 - 1986 ARC	CRC	SCC	AWARDS GRANTED 1986 - 1987 ARC	CRC	SCC	AWARDS GRANTED 1987 - 1988 ARC	CRC	SCC
BUSINESS/MANAGEMENT/OFFICE ADM. (cont.)										
Food Svc Mgmt-Restaurant Mgmt	790	33	-	-	5	-	-	4	-	-
Dietetic Assistant	793	29	-	-	0	-	-	1	-	-
Food Svc Mgmt-School Lunch	791	1	-	-	0	-	-	0	-	-
Food Svc Mgmt-Dietary Manager	789	-	-	-	1	-	-	1	-	-
Food Svc Mgmt-Dietary Serv Super	792	-	-	-	2	-	-	7	-	-
Charter Life Underwriter	211	3	-	-	-	-	-	-	-	-
Property Casualty Insurance	213	1	-	-	-	-	-	-	-	-
Management-Business	224	193	-	16	40	-	-	29	-	1
Management-Government	226	101	-	-	12	-	-	8	-	-
Management-Industrial	227	26	-	-	5	-	-	2	-	-
Management-Org. Logistics	229	10	-	-	1	-	-	4	-	-
Management-General	223	-	-	3	-	-	1	-	-	3
Administrative Housekeeping Mgmt.	228	67	-	-	3	-	-	0	-	-
Small Business Operation	225	9	-	-	3	-	-	2	-	-
Marketing	235	13	-	-	2	-	-	2	-	-
Merchandising	218	4	-	0	0	-	0	0	-	0
Retail Merchandising Mgmt	230	-	-	2	-	-	-	-	-	-
Office Admin-Gen. Secretarial	236	1	4	2	0	0	1	0	2	0
Office Admin-Word Processing	237	3	24	2	3	1	1	4	3	1
Office Admin-Medical Secretary	248	0	-	1	0	-	0	0	-	0
Office Admin-Legal Secretary	247	0	0	0	0	0	0	1	0	0
Office Admin-Clerical	246	-	-	3	0	0	1	0	0	0
Secretarial Training	240	25	2	3	3	-	-	0	-	-
Medical Secretary	241	15	-	1	6	-	-	2	-	-
Legal Secretary	242	23	-	-	2	-	-	0	-	-
General Office Training	243	11	-	-	6	-	-	3	-	-
Real Estate	250	32	-	3	10	-	3	8	-	4
COMMUNICATIONS/JOURNALISM										
Comm. Media-Broadcast Journalism	271	-	6	-	-	1	-	-	0	-
Comm. Media-Photography	272	-	10	-	-	2	-	-	1	-
Comm. Media-Radio Production	273	-	10	-	-	1	-	-	1	-
Comm. Media-TV Production	274	-	41	-	-	4	-	-	9	-
Comm. Media-Adv./Public Rel.	270	-	0	-	-	1	-	-	1	-
Community Journalism	534	4	-	-	1	-	-	2	-	-
Communications, Gen. Photography	275	-	-	10	-	-	4	-	-	7
COMPUTER/INFORMATION SCIENCE										
Data Processing	260	162	4	48	18	2	1	12	1	0
Computer Science	202	-	-	9	-	-	2	-	-	8
EDUCATION/PHYSICAL EDUCATION										
Physical Education	420	-	-	32	-	-	12	-	-	8
Recreation/Leisure Ldrship	430	18	-	-	4	-	-	3	-	-
Early Childhood Education	564	175	2	88	41	1	11	44	1	18
Early Childhood Ed/Program Mgmt	571	-	-	-	11	-	-	9	-	-
Early Childhood Ed/School Age	572	-	-	-	2	-	-	1	-	-
Teacher Assistant	592	-	-	1	-	-	0	-	1	0
Instructional Technician	706	-	-	1	-	-	0	-	-	0
Instructional Asst.-General	772	-	-	1	-	-	0	-	-	0
Instructional Asst.-Sp.Ed.	773	-	-	2	-	-	0	-	-	0
Instructional Asst.-Bilingual	771	-	-	0	-	-	1	-	-	0

LOS RIOS COLLEGE MAJOR	LRCCD Major Code	AWARDS GRANTED 1982 - 1986 ARC	CRC	SCC	AWARDS GRANTED 1986 - 1987 ARC	CRC	SCC	AWARDS GRANTED 1987 - 1988 ARC	CRC	SCC
LITERATURE AND FINE ARTS										
Art	520	55	2	35	9	0	5	10	1	7
Language and Literature	531	26	-	96	5	-	30	5	-	27
Music	580	7	4	13	0	0	1	1	0	0
Theater Arts	541	0	2	7	0	0	0	1	0	0
General Fine Arts	505	-	-	66	-	-	14	-	-	5
General Humanities	506	-	-	19	-	-	1	-	-	5
Dramatic Arts and Speech	540	-	2	-	-	-	-	-	-	-
GENERAL EDUCATION/INTERDISCIPLINARY										
General Education Program	510	916	377	37	129	110	7	151	94	11
Liberal Arts	511	297	-	-	132	-	-	122	-	-
Interdis. Studies/Humanities	054	-	8	-	-	0	-	-	2	-
Interdis. Studies/Women	056	-	1	-	-	0	-	-	0	-
General Studies	512	-	-	10	-	-	3	-	-	2
HEALTH PROFESSIONS/ALLIED HEALTH										
Nursing (RN)	452	183	-	172	42	-	57	39	-	50
Respiratory Therapy	460	34	-	-	14	-	-	7	-	-
Medical Assisting	456	-	36	-	-	8	-	-	8	-
Medical Transcription	457	-	1	-	-	0	-	-	0	-
Health Services Clerk	402	-	7	-	-	1	-	-	0	-
Nursing (Vocational)	453	-	-	197	-	-	42	-	-	30
Dental Hygiene	687	-	-	59	-	-	17	-	-	22
Dental Assisting	454	-	-	63	-	-	42	-	-	3
HOME ECONOMICS, FAMILY/CONSUMER SCIENCE										
Home Economics, Gen. Ed.	559	11	-	-	1	-	-	1	-	-
Fashion Merchandising	231	13	-	-	3	-	-	1	-	-
Custom Clothing Construction	558	12	-	-	1	-	-	0	-	-
Family and Consumer Science	557	-	6	2	-	0	1	-	0	0
Home Economics	560	-	-	8	-	-	0	-	-	0
FCS - Clothing Alteration	556	-	-	-	-	-	3	-	-	2
LAW/LEGAL ASSISTING										
Legal Assisting	244	71	-	-	23	-	-	24	-	-
LIBRARY SCIENCE/LIBRARY TECHNOLOGY										
Library Technical Assistant	884	1	-	2	-	-	-	1	-	-
Library Technology	885	-	-	23	-	-	2	-	-	7
SCIENCE AND MATHEMATICS										
Math and Physical Science	622	255	-	-	62	-	-	75	-	-
Science General	615	122	-	24	16	-	1	18	-	-
Mathematics and Science	621	-	32	291	-	6	56	-	6	70
Natural Science and Math	600	-	-	13	-	-	-	-	-	-
Mathematics	620	-	-	3	-	-	-	-	-	-

LOS RIOS COLLEGE MAJOR	LRCCD Major Code	AWARDS GRANTED 1982 - 1986 ARC	CRC	SCC	AWARDS GRANTED 1986 - 1987 ARC	CRC	SCC	AWARDS GRANTED 1987 - 1988 ARC	CRC	SCC
OCCUPATIONAL TRADE/TECHNOLOGIES										
Automotive Technology	826	64	-	-	14	-	-	10	-	-
Auto Mechanics Technology	802	-	51	-	-	11	-	-	6	-
Small Engine Repair	819	-	5	-	-	1	-	-	1	-
Auto Brake/Front End Align.	831	-	1	-	-	2	-	-	2	-
Auto Transmission Repair	832	-	8	-	-	0	-	-	4	-
Auto Tune-up/Diagnosis	833	-	3	-	-	1	-	-	2	-
Auto Body	825	21	-	-	0	-	-	1	-	-
Automotive Collision Tech.	834	1	-	-	0	-	-	4	-	-
Aviation Maintenance Tech.	801	-	-	163	-	-	21	-	-	18
Construction Supvs./Inspection	813	-	13	-	-	7	-	-	5	-
Construction Mgmt. Technology	820	-	7	-	-	4	-	-	2	-
Cosmetology	881	-	-	121	-	-	25	-	-	12
Diesel Equipment Mechani	811	31	-	-	7	-	-	3	-	-
Drafting Technology	804	56	-	22	13	-	7	6	-	5
General Design Studies	855	-	11	-	-	0	-	-	0	-
Design Drafting Technology	850	-	1	-	-	0	-	-	0	-
Detail Drafting Tech	851	-	1	-	-	0	-	-	0	-
Elęctronics Computer Tech.	806	815	-	-	138	-	-	87	-	-
Electronics Commun. Tech.	807	158	-	3	62	-	1	43	-	0
Electronics Camera Repr.	800	1	-	-	0	-	-	1	-	-
Electronics Technology	805	3	10	163	4	1	29	0	0	35
Industrial Control & Robotics	799	-	-	-	-	24	-	-	29	-
Electronics Mechanic	835	-	-	-	-	-	1	-	-	0
Automated Systems Technician	836	-	-	-	-	-	2	-	-	0
Telecommmunications Technician	837	-	-	-	-	-	-	-	-	4
Engineering Technology	300	7	-	-	3	-	-	2	-	-
Survey Engineering	309	-	-	11	-	-	2	-	-	0
General Technology	840	-	-	20	-	-	6	-	-	8
Fire Technology	883	103	14	-	24	3	-	37	6	-
Geological Technology	643	-	6	-	-	0	-	-	1	-
Graphic Arts	523	-	5	21	-	1	4	-	0	4
Mechanical-Electrical Tech.	809	-	-	190	-	-	28	-	-	21
MET-Alternate Energy	796	-	-	1	-	-	0	-	-	0
MET-Refrig/Heating/Cooling	797	-	-	0	-	-	2	-	-	2
MET-Water Quality Control	798	-	-	0	-	-	0	-	-	3
Metals Industry Technology	810	-	-	26	-	-	4	-	-	4
Transportation	830	-	-	2	-	-	-	-	-	-
Welding-Industrial	815	18	-	-	4	-	-	3	-	-
Apprenticeship Programs:										
Carpenters	330	3	-	-	-	-	-	-	-	-
Operating Engineers-General	845	5	-	-	-	-	-	-	-	-

LOS RIOS COLLEGE MAJOR	LRCCD Major Code	AWARDS GRANTED 1982 - 1986 ARC	CRC	SCC	AWARDS GRANTED 1986 - 1987 ARC	CRC	SCC	AWARDS GRANTED 1987 - 1988 ARC	CRC	SCC
PROTECTIVE/SOCIAL SERVICES										
Administration of Justice	888	9	2	225	-	1	24	-	1	27
Gerontology	711	23	-	-	5	-	1	3	-	0
Human Services	705	83	4	-	18	5	-	12	0	-
Human Services/General Option	712	-	-	-	-	-	-	-	3	-
Interpreting for the Deaf	708	14	-	-	3	-	-	4	-	-
Agency Work with the Deaf	709	9	-	-	1	-	-	0	-	-
Social Services Technician	707	-	-	2	-	-	0	-	-	0
SOCIAL/BEHAVIORAL SCIENCES										
Social Science	701	132	32	532	24	6	122	24	4	120
SUMMER SESSION DEGREES*	All	74*	37*	320*	*	*	*	*	*	*
COLLEGE TOTALS		5406	1079	3909	1117	250	734	1039	238	703
TOTAL AWARDS		------9,963-----			------2,101-----			------1,980-----		

*Summer Session graduates in 1982 and 1983 were not included in the follow-up surveys and are therefore shown separately here. Beginning in Summer 1984, Summer Session degrees are included under their respective majors.

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